

SS.912.A.2.7:	<p>Review the Native American experience.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.1:	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.3.4:	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.6:	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.7:	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.8:	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.912.A.3.9:	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.11:	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.1:	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.2:	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.3:	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.4:	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p>

	<p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.6:	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.7:	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.10:	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.11:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.1:	<p>Discuss the economic outcomes of demobilization.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.2:	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Clarifications:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.3:	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on</p>

	the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.4:	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p><b>Clarifications:</b>  <a href="#">This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</a></p>
SS.912.A.5.5:	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.6:	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.11:	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.12:	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p><b>Clarifications:</b></p>

SS.912.A.6.2:	<p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.3:	<p>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.4:	<p>Examine efforts to expand or contract rights for various populations during World War II.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.6:	<p>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.7:	<p>Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.8:	<p>Analyze the effects of the Red Scare on domestic United States policy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.10:	<p>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.11:	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.12:	<p>Examine causes, course, and consequences of the Korean War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>

SS.912.A.6.13:	<p><b>Clarifications:</b> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.14:	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.15:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.1:	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.2:	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.3:	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.4:	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.10:	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.13:	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on</p>

the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**

Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.1.7:

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:

**Clarifications:**

Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.1:

**Clarifications:**

Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Relate works in the arts to various cultures.

SS.912.H.1.3:

**Clarifications:**

Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.1.5:

**Clarifications:**

Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf)

#### Instructional Practices:

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### Additional Instructional Resources:

Kinsey Collection: [thekinseycollection.com/the-kinsey-collection-on-itunes-u/](http://thekinseycollection.com/the-kinsey-collection-on-itunes-u/)

A.V.E. for Success Collection: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

## GENERAL INFORMATION

**Course Number:** 2100320

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States History

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** US HIST HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# African-American History (#2100335) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.1.3:	<p>Utilize timelines to identify the time sequence of historical data.</p>
SS.912.A.1.4:	<p>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</p>
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
SS.912.A.2.1:	<p>Review causes and consequences of the Civil War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.2:	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.4:	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.5:	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.6:	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p>

SS.912.A.5.6:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.G.4.2:	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>
SS.912.G.4.3:	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>
SS.912.W.4.14:	<p>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p><b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>

## General Course Information and Notes

### GENERAL NOTES

This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### **Additional Instructional Resources:**

Kinsey Collection: [thekinseycollection.com/the-kinsey-collection-on-itunes-u/](http://thekinseycollection.com/the-kinsey-collection-on-itunes-u/)

## GENERAL INFORMATION

**Course Number:** 2100335

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** AFRICAN-AMER HISTORY

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# African-American History Honors (#2100336) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women. <b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.8:	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.11:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.2:	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Clarifications:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.6:	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p>

SS.912.A.7.5:	<p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.3.10:	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
SS.912.C.4.3:	<p>Assess human rights policies of the United States and other countries.</p>

SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.12:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture. <b>Clarifications:</b> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b>

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

	<p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 African-American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and

Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

1. Making close reading and rereading of texts central to lessons.
2. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
3. Requiring students to support answers with evidence from the text.
4. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

**Additional Instructional Resources:**

Kinsey Collection: [thekinseycollection.com/the-kinsey-collection-on-itunes-u/](http://thekinseycollection.com/the-kinsey-collection-on-itunes-u/)

## GENERAL INFORMATION

<b>Course Number:</b> 2100336	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> AFR-AMER HIST HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10,11,12,30,31	<b>Course Level:</b> 3

## Educator Certifications

- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)

# African-American History (#2100340) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women. <b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.8:	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.11:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.2:	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Clarifications:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.6:	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p>

SS.912.A.7.5:	<p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.3.10:	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
SS.912.C.4.3:	<p>Assess human rights policies of the United States and other countries.</p>

SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**African-American History** - The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

#### Instructional Practices:

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

Kinsey Collection: [thekinseycollection.com/the-kinsey-collection-on-itunes-u/](http://thekinseycollection.com/the-kinsey-collection-on-itunes-u/)

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2100340</p> <p><b>Number of Credits:</b> One (1) credit</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Grades PreK to 12 Education            Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult            Education Courses &gt; <b>Subject:</b> Social Studies &gt;  <b>SubSubject:</b> American and Western Hemispheric            Histories &gt;</p> <p><b>Abbreviated Title:</b> AFRICAN-AMER HIST</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Level:</b> 2</p>
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**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Great Men and Women of Color Who Shaped World History (#2100345) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present. <b>Clarifications:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Phillip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.7:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.4.3:	<p>Assess human rights policies of the United States and other countries.</p>
SS.912.W.1.1:	<p>Use timelines to establish cause and effect relationships of historical events.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
SS.912.W.1.5:	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>
SS.912.W.6.4:	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <p><b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
SS.912.W.8.7:	<p>Compare post-war independence movements in African, Asian, and Caribbean countries.</p>
SS.912.W.8.9:	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	<ul style="list-style-type: none"> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society.

Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire students.

Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present.

Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf).

## GENERAL INFORMATION

**Course Number:** 2100345

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric

Histories >

**Abbreviated Title:** MEN/WOMEN WORLD HIST

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Social Science (Grades 6-12)

History (Grades 6-12)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.7:	Review the Native American experience. <b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.

SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.3.4:	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.6:	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chibley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-</p>

SS.912.A.7.6:	<p>Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.C.3.10:	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
SS.912.C.4.3:	<p>Assess human rights policies of the United States and other countries.</p>
SS.912.E.2.3:	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p>
SS.912.G.1.1:	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
SS.912.G.1.2:	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
SS.912.G.1.3:	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
SS.912.G.2.1:	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>

SS.912.G.2.4:	Use geographic terms and tools to analyze case studies of how selected regions change over time.
SS.912.G.2.5:	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region. <b>Clarifications:</b> Examples are mining, drilling, farming, housing.
SS.912.G.3.1:	Use geographic terms to locate and describe major ecosystems of Earth.
SS.912.G.3.2:	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.3.4:	Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places. <b>Clarifications:</b> Examples of internal are volcanic activity, folding. Examples of external are erosion, water cycle.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.5:	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
SS.912.G.4.6:	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.8:	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Florida History** - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

#### Instructional Practices:

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**GENERAL INFORMATION**

**Course Number:** 2100350  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >  
**Abbreviated Title:** FLORIDA HIST  
**Course Length:** Semester (S)  
**Course Level:** 2  
**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# History and Contributions of Haiti in a Global Context (#2100355)

2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.2:	<b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.5:	<b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
SS.912.A.4.8:	<b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.4:	Examine efforts to expand or contract rights for various populations during World War II. <b>Clarifications:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

	<p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.5:	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.H.3.3:	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.
SS.912.W.6.4:	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <p><b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>

SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p>

	<ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

This course consists of the following content area strands: History of the Republic of Haiti, Human Geography, and Humanities. The primary content emphasis for this course pertains to the study of Haiti history from the arrival of Christopher Columbus in 1492 to the present day. Students will be exposed to the historical, geographic, political, economics, and sociological events which influenced the development of the Republic of Haiti and the resulting impact on world history. At the conclusion of this course, students will be able to understand and discuss how Haiti changed the course of history on a global scale.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### GENERAL INFORMATION

**Course Number:** 2100355

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** HIST/CONTRIB HAITI

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Social Science (Grades 6-12)

# Latin American History (#2100360) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.7:	Review the Native American experience. <b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War. <b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. <b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.

	Demonstrate the impact of inflation on world economies.
SS.912.E.3.1.1:	<b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time. Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations. Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies. <b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. <b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.

SS.912.W.6.4:	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <p><b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<p><b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.4:	<p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students

	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Latin American History** - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence)

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100360

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** LATIN AMER HIST

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Latin American Studies Honors (#2100362) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.3:	Examine causes, course, and consequences of the Spanish American War. <b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.4:	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. <b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. Identify and explain broad economic goals.
SS.912.E.2.1:	<b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.7:	Identify the impact of inflation on society. Demonstrate the impact of inflation on world economies.
SS.912.E.3.1:	<b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.3:	<b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.FL.1.2:	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.
SS.912.FL.1.5:	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization. <b>Clarifications:</b> Examples are cultural imperialism, outsourcing.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. <b>Clarifications:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. <b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.

	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.5:	<b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
	Distinguish methods used to study development.
SS.912.P.6.3:	<b>Clarifications:</b> Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
	Describe the structure and function of language.
SS.912.P.8.1:	<b>Clarifications:</b> Topics may include, but are not limited to, phoneme, morpheme, and grammar.
SS.912.P.16.11:	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.8:	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.2:	Explain the differences between a culture and a society.
SS.912.S.2.3:	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4:	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5:	Compare social norms among various subcultures.
SS.912.S.2.7:	Explain how various practices of the culture create differences within group behavior.
SS.912.S.2.8:	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
	Describe how social status affects social order.
SS.912.S.3.1:	<b>Clarifications:</b> Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
	Explain how roles and role expectations can lead to role conflict.
SS.912.S.3.2:	<b>Clarifications:</b> Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.4.1:	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.2:	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.6:	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.12:	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
	Discuss the concept of political power and factors that influence political power.
SS.912.S.5.2:	<b>Clarifications:</b> Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
SS.912.S.5.5:	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.5.9:	Conduct research and analysis on an issue associated with social structure or social institutions.
SS.912.S.6.1:	Describe how and why societies change over time.
	Examine various social influences that can lead to immediate and long-term changes.
SS.912.S.6.2:	<b>Clarifications:</b> Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
SS.912.S.6.8:	Investigate the consequences in society as result of changes.
	Describe how social problems have changed over time.
SS.912.S.7.2:	<b>Clarifications:</b> Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
	Explain how patterns of behavior are found with certain social problems.
SS.912.S.7.3:	<b>Clarifications:</b> Examples may include, but are not limited to, juvenile offenses, such as gang membership, crime, sexual behavior, and teen pregnancy, are found in the histories of adult criminals.
	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
SS.912.S.8.7:	<b>Clarifications:</b> Examples may include, but are not limited to, news media and advertisements.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.

SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.2:	<b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.3:	<b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

	See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course consists of the following content area strands: American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, Sociology, and Financial Literacy. The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions. Using texts of high complexity, students will develop knowledge of Latin American literature through integrated educational experiences of reading, writing, speaking and analyzing. Emphasis will include representative Latin American literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections. Other concepts in this class may include indigenous Native American culture prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church, evolution of political systems and philosophies in Latin America, Latin American nationalism, and contemporary Latin American affairs.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### GENERAL INFORMATION

**Course Number:** 2100362

**Number of Credits:** One (1) credit

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** American and Western Hemispheric  
Histories >  
**Abbreviated Title:** LATIN AMER STUDIES H  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Social Science (Grades 6-12)

# African History Honors (#2100365) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.3:	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
SS.912.G.2.1:	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.

	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.6:	<b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.7:	<b>Clarifications:</b> Examples are Crusades, Reconquista.
	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.9:	<b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.10:	<b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.11:	<b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.12:	<b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.14:	<b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.1:	<b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia,

SS.912.W.9.3:	<p>the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 African History Honors course consists of the following content area strands: World History, American History, Geography, Economics and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### GENERAL INFORMATION

<b>Course Number:</b> 2100365	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> American and Western Hemispheric Histories >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> AFRICAN HISTORY HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
	<b>Course Level:</b> 3

### Educator Certifications

Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)



# Eastern and Western Heritage (#2100370) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b>

	Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<b>Clarifications:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	<b>Clarifications:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.15:	<b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.17:	<b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.20:	<b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.6:	<b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.7:	<b>Clarifications:</b> Examples are Crusades, Reconquista.
	Identify important figures associated with the Crusades.
SS.912.W.3.8:	<b>Clarifications:</b>

	Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires. <b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana. <b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali. <b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai. <b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. <b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America. <b>Clarifications:</b> Examples are Maya, Aztec, Inca.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies. <b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. <b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. <b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. <b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. <b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. <b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution. <b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Eastern and Western Heritage** - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100370

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** World and Eastern Hemispheric Histories

>

**Abbreviated Title:** EAST & WEST HERITAGE

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Visions and Their Pursuits: An American Tradition- U.S. History to 1920 (#2100380) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era. <b>Clarifications:</b> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.7:	<p>Review the Native American experience.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.4:	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.6:	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.7:	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.8:	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.9:	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is</p>

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.11:	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.1:	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.2:	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.3:	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.4:	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.6:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

SS.912.A.4.7:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.8:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.9:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.10:

**Clarifications:**

Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.4.11:

**Clarifications:**

Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Discuss the economic outcomes of demobilization.

SS.912.A.5.1:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.2:

**Clarifications:**

Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of United States foreign economic policy during the 1920s.

SS.912.A.5.3:

**Clarifications:**

Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.4:

**Clarifications:**

[This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course \(EOC\) Assessments webpage and the FLDOE Social Studies webpage.](#)

Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.5:

**Clarifications:**

Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is

	evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. <b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history. <b>Clarifications:</b> Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy. <b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.4:	<p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </p>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </p>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K12.EE.1.1:	<p>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920** - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100380

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** VISIONS & PURSUITS

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# The History of The Vietnam War (#2100400) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.13:	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <b>Clarifications:</b> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.14:	Analyze causes, course, and consequences of the Vietnam War. <b>Clarifications:</b> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.15:	Examine key events and peoples in Florida history as they relate to United States history. <b>Clarifications:</b> Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society. <b>Clarifications:</b> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

SS.912.A.7.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.3:	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.4:	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.10:	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.4:	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
SS.912.C.4.1:	<p>Explain how the world's nations are governed differently.</p>
SS.912.C.4.2:	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>

SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.G.5.3:	Analyze case studies of the effects of human use of technology on the environment of places.
SS.912.G.6.1:	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.3:	Relate works in the arts to various cultures. <b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures. <b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.  
In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**The History of Vietnam** - The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and

concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100400

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** HIST OF VIETNAM WAR

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Holocaust History Honors (#2100405) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.6.3:	Analyze the impact of the Holocaust during World War II on Jews as well as other groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.14:	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.2.10:	Identify both rights and responsibilities the individual has to the group.
SS.912.S.7.5:	Examine how individual and group responses are often associated with social problems. <b>Clarifications:</b> Examples may include, but are not limited to, "But everyone else is doing it" and "If I ignore it, it will go away."  Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.

SS.912.S.8.7:	<b>Clarifications:</b> Examples may include, but are not limited to, news media and advertisements.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
	Summarize significant effects of World War I.
SS.912.W.7.3:	<b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.9:	<b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.
	Describe the effects of World War II.
SS.912.W.7.11:	<b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.3:	<b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.4:	<b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• <b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul> </div>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul> </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul> </div> <p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## General Course Information and Notes

### GENERAL NOTES

This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2100405</p> <p><b>Number of Credits:</b> Half credit (.5)</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12,30,31</p>	<p><b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education            Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult            Education Courses &gt; <b>Subject:</b> Social Studies &gt;  <b>SubSubject:</b> World and Eastern Hemispheric Histories            &gt;</p> <p><b>Abbreviated Title:</b> HOLOCAUST HIST HON</p> <p><b>Course Length:</b> Semester (S)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Honors</li> </ul> <p><b>Course Level:</b> 3</p>
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**Educator Certifications**

Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Eastern and Western Heritage Honors (#2100460) 2022 - And

Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.2:	<b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.5:	<b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<b>Clarifications:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire. <b>Clarifications:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization. Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe. Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.15:	<b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain. Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.17:	<b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development. Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.20:	<b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea. Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus. Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. <b>Clarifications:</b> Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. <b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.9:	<b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.10:	<b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.11:	<b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.12:	<b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.14:	<b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.17:	<b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	<b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.3:	<b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.4:	<b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	<b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	<b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Eastern and Western Heritage** - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities(claims and evidence).

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 2100460	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> EAST/WEST HERI HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

## Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

# Visions & Their Pursuits: An AmerTrad-U.S. Hist to 1920 Honors (#2100470) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era. <b>Clarifications:</b> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.7:	<p>Review the Native American experience.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.4:	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.6:	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.7:	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.8:	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.9:	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is</p>

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.11:	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.1:	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.2:	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.3:	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.4:	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.6:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

SS.912.A.4.7:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.8:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.9:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.10:

**Clarifications:**

Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.4.11:

**Clarifications:**

Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Discuss the economic outcomes of demobilization.

SS.912.A.5.1:

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.2:

**Clarifications:**

Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of United States foreign economic policy during the 1920s.

SS.912.A.5.3:

**Clarifications:**

Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.4:

**Clarifications:**

[This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course \(EOC\) Assessments webpage and the FLDOE Social Studies webpage.](#)

Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.5:

**Clarifications:**

Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is

	evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.6:	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.8:	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.9:	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. <b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.12:	Examine key events and people in Florida history as they relate to United States history. <b>Clarifications:</b> Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy. <b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.4:	<p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </p>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </p>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details

ELA.K12.EE.1.1:	<p>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920** - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100470

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** VISIONS/PURSUIITS HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Visions and Countervisions: Europe, U.S. and the World from 1848 Honors (#2100480) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.2:	<p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.5:	<p><b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review causes and consequences of the Civil War.
SS.912.A.2.1:	<p><b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.2:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.3:	<p><b>Clarifications:</b> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.4:	<p><b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.6:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is</p>

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.2.7:	<p>Review the Native American experience.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.1:	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>
SS.912.A.3.2:	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.3:	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.</p>
SS.912.A.3.4:	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.6:	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.7:	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p>

SS.912.A.3.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.9:	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.11:	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.1:	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.2:	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.3:	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p>

SS.912.A.4.4:	<p><b>Clarifications:</b> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.5:	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.6:	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.7:	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.10:	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.11:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.1:	<p>Discuss the economic outcomes of demobilization.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.2:	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Clarifications:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying,</p>

SS.912.A.5.3:	<p>consumerism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.4:	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p><b>Clarifications:</b>  <a href="#">This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</a></p>
SS.912.A.5.5:	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.6:	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.11:	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p><b>Clarifications:</b>  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.12:	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.1:	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found</p>

	on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.2:	<p>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.3:	<p>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.4:	<p>Examine efforts to expand or contract rights for various populations during World War II.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.5:	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.6:	<p>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.7:	<p>Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.8:	<p>Analyze the effects of the Red Scare on domestic United States policy.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.10:	<p>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.11:	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.12:	<p>Examine causes, course, and consequences of the Korean War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is</p>

	<p>evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.13:	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.14:	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.15:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.1:	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.2:	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.3:	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.4:	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>

	<p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
SS.912.A.7.10:	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.13:	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.16:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine key events and key people in Florida history as they relate to United States history.
SS.912.A.7.17:	<p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Visions and Countervisions: Europe, the U.S. and the World from 1848** - The grade 9-12 Visions and Countervisions course consists of the following content area

strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2100480

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States History

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** VISIONS/COUNTER HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 2100990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories > **Abbreviated Title:** SOC STUDIES TRAN  
**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	<p>Evaluate the importance of political participation and civic participation.</p>
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Monitor current public issues in Florida.</p>
SS.912.C.2.10:	<p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.12:	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p>
SS.912.C.2.13:	<p><b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.4.1:	<p>Explain how the world's nations are governed differently.</p>

SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.5:	<b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1:	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
SS.912.W.9.3:	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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Use patterns and structure to help understand and connect mathematical concepts.  
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- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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Mathematicians who assess the reasonableness of solutions:

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- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
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Teachers who encourage students to assess the reasonableness of solutions:

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- Prompt students to continually ask, "Does this solution make sense? How do you know?"
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Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

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- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

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- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

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	Use the accepted rules governing a specific format to create quality work.
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	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

## General Course Information and Notes

### GENERAL NOTES

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2101300

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Anthropology >

**Abbreviated Title:** ANTHROP

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications



# Economics (#2102310) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.4:	<b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society. Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System. Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.2.11:	<p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
	Demonstrate the impact of inflation on world economies.
SS.912.E.3.1:	<p><b>Clarifications:</b>  Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.3:	<p><b>Clarifications:</b>  Examples are NAFTA, CAFTA.  Examples are quotas, tariffs.</p>
	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.4:	<p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.5:	<p><b>Clarifications:</b>  Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.E.3.6:	<p><b>Clarifications:</b>  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.4:	<p><b>Clarifications:</b>  Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Economics-** The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### Special Notes:

##### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

## GENERAL INFORMATION

**Course Number:** 2102310

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Economics >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** ECON

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Level:** 2

**Graduation Requirement:** Economics

## Educator Certifications

Economics (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Economics for Credit Recovery (#2102315) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.4:	<b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society. Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System. Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.2.11:	<p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b>  Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Clarifications:</b>  Examples are NAFTA, CAFTA.  Examples are quotas, tariffs.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.3.5:	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Clarifications:</b>  Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
SS.912.E.3.6:	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><b>Clarifications:</b>  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b>  Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,

students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2102315

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** ECON CR

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Economics Honors (#2102320) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.4:	<b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society. Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System. Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.2.11:	<p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b>  Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Clarifications:</b>  Examples are NAFTA, CAFTA.  Examples are quotas, tariffs.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.3.5:	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Clarifications:</b>  Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
SS.912.E.3.6:	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><b>Clarifications:</b>  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b>  Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
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MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
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MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
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Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
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Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
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Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
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	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
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## General Course Information and Notes

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**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

##### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and

concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2102320  
**Number of Credits:** Half credit (.5)  
**Course Type:** Core Academic Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12  
**Graduation Requirement:** Economics

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Economics >  
**Abbreviated Title:** ECON HON  
**Course Length:** Semester (S)  
**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

Economics (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)

# Economics with Financial Literacy (#2102335) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.4:	<b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society. Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System. Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.2.11:	<p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b>  Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Clarifications:</b>  Examples are NAFTA, CAFTA.  Examples are quotas, tariffs.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
SS.912.E.3.5:	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Clarifications:</b>  Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
SS.912.E.3.6:	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><b>Clarifications:</b>  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
SS.912.FL.1.1:	<p>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p><b>Clarifications:</b>  Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p>
SS.912.FL.1.2:	<p>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p><b>Clarifications:</b>  Explain how people’s willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.  Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student’s decision to attend college.</p>
SS.912.FL.1.3:	<p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p><b>Clarifications:</b>  Compare the benefits and costs of a college education to those of a technical school.  Compare the unemployment rates of workers with different levels of education.</p>
SS.912.FL.1.4:	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><b>Clarifications:</b>  Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.  Discuss why the productivity of workers is important to businesses.</p>
SS.912.FL.1.5:	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker’s income or may cause unemployment.</p> <p><b>Clarifications:</b>  Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.  Explain the effects of a recession on the unemployment rate.</p>
SS.912.FL.1.6:	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> <p><b>Clarifications:</b>  Calculate the amount of taxes a person is likely to pay when given information or data about the person’s sources of income and amount of spending.  Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p>
SS.912.FL.1.7:	<p>Discuss how people’s sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> <p><b>Clarifications:</b>  Investigate the tax rates on different sources of income and on different types of goods that are purchased.</p>
SS.912.FL.2.1:	<p>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences.</p> <p><b>Clarifications:</b>  Write scenarios explaining how an individual’s decision to buy athletic shoes may have been influenced by various factors.</p>
	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

SS.912.FL.2.2:	<p><b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
SS.912.FL.2.3:	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
SS.912.FL.2.4:	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.</p>
SS.912.FL.2.5:	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
SS.912.FL.2.6:	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
SS.912.FL.2.7:	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
SS.912.FL.3.3:	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.5:	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Clarifications:</b> Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p><b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>
SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Clarifications:</b></p>

	Explain why a bank may offer low-rate introductory credit offers.
SS.912.FL.4.3:	Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
SS.912.FL.4.4:	Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate. <b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.
SS.912.FL.4.5:	Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports. <b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.
SS.912.FL.4.6:	Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk. <b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.
SS.912.FL.4.7:	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums. <b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.
SS.912.FL.4.8:	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future. <b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.
SS.912.FL.4.9:	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors. <b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.
SS.912.FL.4.10:	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years. <b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.
SS.912.FL.4.11:	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral. <b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.
SS.912.FL.4.12:	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices. <b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.
SS.912.FL.4.13:	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit. <b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.
SS.912.FL.5.1:	Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment. <b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.
SS.912.FL.5.2:	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment. <b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.
SS.912.FL.5.3:	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets. <b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.
SS.912.FL.5.4:	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment. <b>Clarifications:</b> Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7:	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
SS.912.FL.5.8:	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p> <p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the</p>

SS.912.FL.6.7:	<p>insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b> Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> </ul>

MA.K12.MTR.4.1:

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:	<b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### Special Notes:

##### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

##### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

##### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse with process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

##### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

##### Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

## GENERAL INFORMATION

**Course Number:** 2102335

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** ECON FIN LIT

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Economics with Financial Literacy for Credit Recovery (#2102340) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society. Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<b>Clarifications:</b> Examples are income, sales, social security.

SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. <b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. <b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists. <b>Clarifications:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
SS.912.FL.1.1:	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <b>Clarifications:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.
SS.912.FL.1.2:	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.
SS.912.FL.1.3:	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices. <b>Clarifications:</b> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.
SS.912.FL.1.4:	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers. <b>Clarifications:</b> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.
SS.912.FL.1.5:	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.
SS.912.FL.1.6:	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. <b>Clarifications:</b> Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.
SS.912.FL.1.7:	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid. <b>Clarifications:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.
	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

SS.912.FL.2.1:	<p><b>Clarifications:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p>
SS.912.FL.2.2:	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
SS.912.FL.2.3:	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
SS.912.FL.2.4:	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.</p>
SS.912.FL.2.5:	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
SS.912.FL.2.6:	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
SS.912.FL.2.7:	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
SS.912.FL.3.3:	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.5:	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Clarifications:</b> Explain why traditional IRAs (Individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p><b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>

SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Clarifications:</b> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3:	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5:	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
SS.912.FL.4.6:	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p><b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
SS.912.FL.4.7:	<p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p><b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
SS.912.FL.4.8:	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p><b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
SS.912.FL.4.9:	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
SS.912.FL.4.10:	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
SS.912.FL.4.11:	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12:	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.4.13:	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
SS.912.FL.5.1:	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
SS.912.FL.5.2:	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
SS.912.FL.5.3:	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return,</p>

SS.912.FL.5.4:	<p>than the other investment.</p> <p><b>Clarifications:</b> Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p>
SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7:	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
SS.912.FL.5.8:	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>

SS.912.FL.6.7:	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b> Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found [here](#).

## GENERAL INFORMATION

**Course Number:** 2102340

**Number of Credits:** Half credit (.5)

**Course Type:** Credit Recovery

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** ECON FIN LIT CR

**Course Length:** Credit Recovery (R)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Economics with Financial Literacy Honors (#2102345) 2022 -

And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place. Compare different forms of business organizations.
SS.912.E.1.5:	<b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
SS.912.E.1.9:	<b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.

SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. <b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. <b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists. <b>Clarifications:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
SS.912.FL.1.1:	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <b>Clarifications:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.
SS.912.FL.1.2:	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.
SS.912.FL.1.3:	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices. <b>Clarifications:</b> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.
SS.912.FL.1.4:	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers. <b>Clarifications:</b> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.
SS.912.FL.1.5:	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.
SS.912.FL.1.6:	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. <b>Clarifications:</b> Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.
SS.912.FL.1.7:	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid. <b>Clarifications:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.
	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

SS.912.FL.2.1:	<p><b>Clarifications:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p>
SS.912.FL.2.2:	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
SS.912.FL.2.3:	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
SS.912.FL.2.4:	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.</p>
SS.912.FL.2.5:	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
SS.912.FL.2.6:	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
SS.912.FL.2.7:	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
SS.912.FL.3.3:	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.5:	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Clarifications:</b> Explain why traditional IRAs (Individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p><b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>

SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Clarifications:</b> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3:	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5:	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
SS.912.FL.4.6:	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p><b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
SS.912.FL.4.7:	<p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p><b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
SS.912.FL.4.8:	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p><b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
SS.912.FL.4.9:	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
SS.912.FL.4.10:	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
SS.912.FL.4.11:	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12:	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.4.13:	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
SS.912.FL.5.1:	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
SS.912.FL.5.2:	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
SS.912.FL.5.3:	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return,</p>

SS.912.FL.5.4:	<p>than the other investment.</p> <p><b>Clarifications:</b> Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p>
SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7:	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
SS.912.FL.5.8:	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>

SS.912.FL.6.7:	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
SS.912.G.2.2:	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
SS.912.G.3.3:	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.</p>
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b> Examples are cultural imperialism, outsourcing.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K.12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

### Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found [here](#).

## GENERAL INFORMATION

**Course Number:** 2102345

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** ECON FIN LIT HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

Economics (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

# Personal Financial Literacy (#2102372) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.9:	Describe how the earnings of workers are determined. <b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification. <b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.
SS.912.FL.1.1:	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <b>Clarifications:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.
SS.912.FL.1.2:	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.
SS.912.FL.1.3:	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices. <b>Clarifications:</b> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.
SS.912.FL.1.4:	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers. <b>Clarifications:</b> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.
SS.912.FL.1.5:	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.
SS.912.FL.1.6:	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. <b>Clarifications:</b> Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.
SS.912.FL.1.7:	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid. <b>Clarifications:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.
SS.912.FL.2.1:	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences. <b>Clarifications:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2:	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
SS.912.FL.2.3:	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
SS.912.FL.2.4:	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.</p>
SS.912.FL.2.5:	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
SS.912.FL.2.6:	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
SS.912.FL.2.7:	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
SS.912.FL.3.3:	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.5:	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Clarifications:</b> Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p><b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>
	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p>

SS.912.FL.4.2:	<p><b>Clarifications:</b> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3:	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5:	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
SS.912.FL.4.6:	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p><b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
SS.912.FL.4.7:	<p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p><b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
SS.912.FL.4.8:	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p><b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
SS.912.FL.4.9:	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
SS.912.FL.4.10:	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
SS.912.FL.4.11:	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12:	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.4.13:	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
SS.912.FL.5.1:	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
SS.912.FL.5.2:	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
SS.912.FL.5.3:	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
SS.912.FL.5.4:	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p><b>Clarifications:</b></p>

	Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.
SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7:	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
SS.912.FL.5.8:	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>
	Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill

SS.912.FL.6.7:	<p>or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K.12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

**Instructional Practices:** Teaching using real world materials, examples and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
  - o planning and managing a household budget
  - o purchasing a home or automobile
  - o planning for retirement
  - o filing a tax return
  - o managing an investment portfolio
  - o affording college for dependent children

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,

students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

## VERSION REQUIREMENTS

This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

## GENERAL INFORMATION

**Course Number:** 2102372

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Economics >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** PERSONAL FIN LIT

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12,30,31

## Educator Certifications

Social Science (Grades 6-12)

Mathematics (Grades 6-12)

Business Education (Grades 6-12)

# Personal Financial Literacy Honors (#2102374) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.9:	Describe how the earnings of workers are determined. <b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.
SS.912.FL.1.1:	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <b>Clarifications:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.
SS.912.FL.1.2:	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.
SS.912.FL.1.3:	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices. <b>Clarifications:</b> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.
SS.912.FL.1.4:	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers. <b>Clarifications:</b> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.
SS.912.FL.1.5:	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.
SS.912.FL.1.6:	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. <b>Clarifications:</b> Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.
SS.912.FL.1.7:	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid. <b>Clarifications:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.
	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as

SS.912.FL.2.1:	his or her preferences. <b>Clarifications:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.
SS.912.FL.2.2:	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others. <b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.
SS.912.FL.2.3:	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs. <b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.
SS.912.FL.2.4:	Describe ways that consumers may be influenced by how the price of a good is expressed. <b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.
SS.912.FL.2.5:	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information. <b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.
SS.912.FL.2.6:	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating. <b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.
SS.912.FL.2.7:	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud. <b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.
SS.912.FL.3.1:	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future. <b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.
SS.912.FL.3.2:	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation. <b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.
SS.912.FL.3.3:	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow. <b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.
SS.912.FL.3.4:	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest. <b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.
SS.912.FL.3.5:	Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system. <b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.
SS.912.FL.3.6:	Describe government policies that create incentives and disincentives for people to save. <b>Clarifications:</b> Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.
SS.912.FL.3.7:	Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer. <b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."
SS.912.FL.4.1:	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments. <b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the

	purchase of a product.
SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Clarifications:</b> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3:	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5:	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
SS.912.FL.4.6:	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p><b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
SS.912.FL.4.7:	<p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p><b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
SS.912.FL.4.8:	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p><b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
SS.912.FL.4.9:	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
SS.912.FL.4.10:	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
SS.912.FL.4.11:	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
SS.912.FL.4.12:	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
SS.912.FL.4.13:	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
SS.912.FL.5.1:	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
SS.912.FL.5.2:	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
SS.912.FL.5.3:	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>

SS.912.FL.5.4:	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p><b>Clarifications:</b> Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p>
SS.912.FL.5.5:	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
SS.912.FL.5.6:	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
SS.912.FL.5.7:	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
SS.912.FL.5.8:	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b></p>

	Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.
SS.912.FL.6.7:	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

ELA.K12.EE.3.1:

	beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching using real world materials, examples and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
  - o planning and managing a household budget
  - o purchasing a home or automobile
  - o planning for retirement
  - o filing a tax return
  - o managing an investment portfolio
  - o affording college for dependent children

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

## VERSION REQUIREMENTS

This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

## GENERAL INFORMATION

<b>Course Number:</b> 2102374	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Economics >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> PERSONAL FIN LIT HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12,30,31	<ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
	<b>Course Level:</b> 3

## Educator Certifications

Mathematics (Grades 6-12)
Business Education (Grades 6-12)
Economics (Grades 6-12)
Social Science (Grades 6-12)

# The American Economic Experience: Scarcity and Choice Honors (#2102390) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.5.11:	<p>Examine causes, course, and consequences of the Great Depression and the New Deal.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.E.1.1:	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <p><b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.</p>
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	<p>Compare different forms of business organizations.</p> <p><b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	<p>Explain ways firms engage in price and nonprice competition.</p> <p>Describe how the earnings of workers are determined.</p>
SS.912.E.1.9:	<p><b>Clarifications:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p><b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
SS.912.E.1.16:	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
SS.912.E.2.1:	<p>Identify and explain broad economic goals.</p> <p><b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p><b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.</p>
SS.912.E.2.5:	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p><b>Clarifications:</b> Examples are factories, machinery, technology, people.</p>
SS.912.E.2.6:	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p><b>Clarifications:</b></p>

	Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. <b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. <b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists. <b>Clarifications:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization. <b>Clarifications:</b> Examples are cultural imperialism, outsourcing.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

	<ul style="list-style-type: none"> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**The American Economic Experience: Scarcity and Choice** - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Note:** Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience (2102380).

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2102390

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Economics >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** AMER ECON EXP HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Economics (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Florida's Preinternational Baccalaureate Comparative Economics With Financial Literacy (#2102800) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations. <b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <b>Clarifications:</b> Examples are shortage, surplus, other inefficiencies.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth. <b>Clarifications:</b> Examples are factories, machinery, technology, people.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <b>Clarifications:</b> Examples are electric, water, cable, waste management.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies. <b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.3:	<b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.

	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.4:	<p><b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.E.3.5:	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
SS.912.E.3.6:	<p>Differentiate and draw conclusions about historical economic thought theorized by economists.</p> <p><b>Clarifications:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
SS.912.FL.1.1:	<p>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p><b>Clarifications:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p>
SS.912.FL.1.2:	<p>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p><b>Clarifications:</b> Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.</p>
SS.912.FL.1.3:	<p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p><b>Clarifications:</b> Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</p>
SS.912.FL.1.4:	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><b>Clarifications:</b> Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</p>
SS.912.FL.1.5:	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</p> <p><b>Clarifications:</b> Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</p>
SS.912.FL.1.6:	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> <p><b>Clarifications:</b> Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p>
SS.912.FL.1.7:	<p>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> <p><b>Clarifications:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.</p>
SS.912.FL.2.1:	<p>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</p> <p><b>Clarifications:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p>
SS.912.FL.2.2:	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><b>Clarifications:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
SS.912.FL.2.3:	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Clarifications:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
SS.912.FL.2.4:	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Clarifications:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.</p>
SS.912.FL.2.5:	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Clarifications:</b> Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive,</p>

	<p>lasting longer than durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
SS.912.FL.2.6:	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Clarifications:</b> Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
SS.912.FL.2.7:	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Clarifications:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
SS.912.FL.3.1:	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p> <p><b>Clarifications:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
SS.912.FL.3.2:	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Clarifications:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
SS.912.FL.3.3:	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Clarifications:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
SS.912.FL.3.4:	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Clarifications:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
SS.912.FL.3.5:	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Clarifications:</b> : Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
SS.912.FL.3.6:	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Clarifications:</b> Explain why traditional IRAs (Individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
SS.912.FL.3.7:	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p> <p><b>Clarifications:</b> Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."</p>
SS.912.FL.4.1:	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Clarifications:</b> Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>
SS.912.FL.4.2:	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Clarifications:</b> Explain why a bank may offer low-rate introductory credit offers.</p>
SS.912.FL.4.3:	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
SS.912.FL.4.4:	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Clarifications:</b> Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
SS.912.FL.4.5:	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Clarifications:</b> List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.</p>
	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a</p>

	credit report and assesses a person's credit risk.
SS.912.FL.4.6:	<p><b>Clarifications:</b> Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.
SS.912.FL.4.7:	<p><b>Clarifications:</b> Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.
SS.912.FL.4.8:	<p><b>Clarifications:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
SS.912.FL.4.9:	<p><b>Clarifications:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.
SS.912.FL.4.10:	<p><b>Clarifications:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.
SS.912.FL.4.11:	<p><b>Clarifications:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.
SS.912.FL.4.12:	<p><b>Clarifications:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.
SS.912.FL.4.13:	<p><b>Clarifications:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
	Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
SS.912.FL.5.1:	<p><b>Clarifications:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
SS.912.FL.5.2:	<p><b>Clarifications:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
SS.912.FL.5.3:	<p><b>Clarifications:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
SS.912.FL.5.4:	<p><b>Clarifications:</b> Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.</p>
	Explain that shorter-term investments will likely have lower rates of return than longer-term investments.
SS.912.FL.5.5:	<p><b>Clarifications:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
	Describe how diversifying investments in different types of financial assets can lower investment risk.
SS.912.FL.5.6:	<p><b>Clarifications:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
	Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.
SS.912.FL.5.7:	<p><b>Clarifications:</b> Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
	Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

SS.912.FL.5.8:	<p><b>Clarifications:</b> Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
SS.912.FL.5.9:	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p><b>Clarifications:</b> Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
SS.912.FL.5.10:	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Clarifications:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
SS.912.FL.5.11:	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Clarifications:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
SS.912.FL.5.12:	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Clarifications:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
SS.912.FL.6.1:	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Clarifications:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
SS.912.FL.6.2:	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Clarifications:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
SS.912.FL.6.3:	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Clarifications:</b> Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
SS.912.FL.6.4:	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Clarifications:</b> Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
SS.912.FL.6.5:	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Clarifications:</b> Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
SS.912.FL.6.6:	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Clarifications:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>
SS.912.FL.6.7:	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Clarifications:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
SS.912.FL.6.8:	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Clarifications:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
SS.912.FL.6.9:	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Clarifications:</b> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive</p>

	personal information.
SS.912.FL.6.10:	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Clarifications:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.6.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**Clarifications:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](https://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](https://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 2102800

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

**Graduation Requirement:** Economics

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Economics >

**Abbreviated Title:** FL PRE-IB COMP ECONS

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

Economics (Grades 6-12)



# M/J World Geography (#2103010) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<p><b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.</p>
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<p><b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.</p>
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<p><b>Clarifications:</b> Examples are archaeology, geography, political science, economics.</p>
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </p>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </p>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </p>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

#### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2103010

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**  
Geography >

**Abbreviated Title:** M/J WORLD GEOG

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J World Geography (#2103015) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<p><b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.</p>
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<p><b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.</p>
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<p><b>Clarifications:</b> Examples are archaeology, geography, political science, economics.</p>
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </p>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </p>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </p>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
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MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
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 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

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Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
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**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
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MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
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- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
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ELA.K12.EE.2.1:

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**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

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Make inferences to support comprehension.

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 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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#### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

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#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2103015

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**  
Geography >

**Abbreviated Title:** M/J WORLD GEOG

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

And Beyond

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world. <b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
SS.6.G.5.3:	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. <b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences. <b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>          Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.html](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.html).

#### Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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**GENERAL INFORMATION**

**Course Number:** 2103016

**Course Path: Section:** Grades PreK to 12 Education  
**Courses > Grade Group:** Grades 6 to 8 Education  
**Courses > Subject:** Social Studies > **SubSubject:** Geography >  
**Abbreviated Title:** M/J WORLD GEOG & C/P  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 6,7,8

**Course Level:** 2

**Educator Certifications**

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Social Science (Grades 5-9)
Geography (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J World Geography and Digital Technologies (#2103017) 2022 - And Beyond

## Course Standards

Name	Description
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SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
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SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.6:	<b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
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SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
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SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.

	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.2:	<b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>            Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### Communications Technologies

01.0 Demonstrate proficiency locating information on the Internet.

01.01 Identify and describe web terminology.

01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).

01.03 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).

01.04 Adhere to cyberethics, copyright laws, and regulatory control.

01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.

01.06 Demonstrate proficiency using search engines, including Boolean search strategies.

01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).

01.08 Compare and contrast the roles of web servers and web browsers.

02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

02.01 Characterize effective writing styles and conventions for the web.

02.02 Use word processing software to create effective written content for the web.

02.03 Use graphics software to create message-driven graphical content for use on a webpage.

02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).

02.05 Create and edit images using image or graphic design software.

03.0 Perform e-mail activities.

03.01 Describe e-mail capabilities and functions.

03.02 Identify components of an e-mail message.

03.03 Identify the components of an e-mail address.

03.04 Attach a file to an e-mail message.

03.05 Forward an e-mail message to one or more addressees.

03.06 Use an address book.

03.07 Reply to an e-mail message.

03.08 Use the Internet to perform e-mail activities.

03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.

04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.

04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.

04.02 Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

## Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2103017

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J WORLDGEO & DIGTECH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Geography (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J World Geography, Advanced (#2103020) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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**Clarifications:**

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ELA.K12.EE.2.1:

**Clarifications:**

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Make inferences to support comprehension.

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Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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ELA.K.12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
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ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,

students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2103020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J WORLD GEOG ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J Geography: Asia, Oceania, Africa (#2103030) 2022 - And

Beyond

## Course Standards

Name	Description
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.

	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.2:	<b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.4.4:	<b>Clarifications:</b> Examples are Buddhism, Christianity, Judaism.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	Identify the characteristics of civilization.
SS.6.W.2.3:	<b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.4:	<b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.2:	<b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.4:	<b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>

## General Course Information and Notes

### GENERAL NOTES

**M/J Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

### Special Notes:

This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography: Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2103030

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Geography >

**Abbreviated Title:** M/J GEOG: AS, OC, AF

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Geography (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# World Cultural Geography (#2103300) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.

SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.20:	<b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	<b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.2:	<b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.3:	<b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.4:	<b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**World Cultural Geography** - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2103300

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Geography >

**Abbreviated Title:** WORLD CLTRL GEOG

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Geography (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J Social Studies (#2104000) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Clarifications:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.6:	<b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world. <b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences. <b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. <b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2104000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** M/J SS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Social Science (Grades 6-12)

# M/J Engaged Citizenship through Service Learning 1 (#2104010) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.14:	Conduct a service project to further the public good. <b>Clarifications:</b> The project can be at the school, community, state, national, or international level.
SS.7.C.3.14:	Differentiate between local, state, and federal governments' obligations and services. <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.4.2:	Recognize government and citizen participation in international organizations. <b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. <b>Clarifications:</b> Talk to an adult, anger management, and conflict mediation.
HE.6.B.5.4:	Distinguish between the need for individual or collaborative decision-making. <b>Clarifications:</b> Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
PE.6.M.1.12:	Use proper safety practices. <b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

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

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [fldoe.org/Family/learnserve.asp](http://fldoe.org/Family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 2104010

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
Interdisciplinary and Applied Social Studies >  
**Abbreviated Title:** M/J ENG CIT SERVLN1  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

# M/J Engaged Citizenship through Service Learning 2 (#2104020) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.14:	Conduct a service project to further the public good. <b>Clarifications:</b> The project can be at the school, community, state, national, or international level.
SS.7.C.3.14:	Differentiate between local, state, and federal governments' obligations and services. <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.4.2:	Recognize government and citizen participation in international organizations. <b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. <b>Clarifications:</b> Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. <b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. <b>Clarifications:</b> Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.C.1.8:	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <b>Clarifications:</b> Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

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

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others

about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [fldoe.org/Family/learnserve.asp](http://fldoe.org/Family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

## GENERAL INFORMATION

**Course Number:** 2104020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** M/J ENG CIT SERVLN2

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

# M/J Emerging Leaders (#2104040) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.7.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.7.C.2.12:	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.13:	<p>Examine multiple perspectives on public and current issues.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.14:	<p>Conduct a service project to further the public good.</p> <p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
SS.7.C.3.14:	<p>Differentiate between local, state, and federal governments' obligations and services.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.2:	<p>Recognize government and citizen participation in international organizations.</p> <p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.E.2.4:	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit. Cite evidence to explain and justify reasoning.</p>

ELA.K12.EE.1.1:	<p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>Clarifications:</b>  Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.7.B.5.4:	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p><b>Clarifications:</b>  Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.

## General Course Information and Notes

### VERSION DESCRIPTION

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours in duration.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

## GENERAL INFORMATION

**Course Number:** 2104040

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
Interdisciplinary and Applied Social Studies >  
**Abbreviated Title:** M/J EMERGING LEADERS  
**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J Introduction to Junior Reserve Officer Training Corps (JROTC) (#2104050) 2022 - And Beyond

## Course Standards

Name	Description
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.2:	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.7.C.2.4:	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.3:	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	<ul style="list-style-type: none"> <li>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students’ ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.6.C.2.4:	<p>Describe the long-term benefits of regular physical activity.</p> <p><b>Clarifications:</b> Some examples of types of long-term benefits are physical, cognitive and emotional.</p>
PE.6.M.1.1:	<p>Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.</p>
PE.6.M.1.12:	<p>Use proper safety practices.</p> <p><b>Clarifications:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</p>
PE.6.R.5.2:	<p>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

### Special Notes:

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Additional Benchmarks Related to Career and Technical Education:

(Principles of Public Service)

- 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward these goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## GENERAL INFORMATION

**Course Number:** 2104050

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**  
Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** M/J INTRO TO JROTC

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6, 7, 8

## Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)

Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

# M/J Introduction to Personal Financial Literacy (#2104060)

2022 - And Beyond

## Course Standards

Name	Description
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.6:	Compare the national budget process to the personal budget process. <b>Clarifications:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2:	Describe the banking system in the United States and its impact on the money supply. <b>Clarifications:</b> Examples are the Federal Reserve System and privately owned banks.
SS.8.E.1.1:	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects. <b>Clarifications:</b> Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.
SS.8.FL.1.1:	Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers. <b>Clarifications:</b> Interview individuals and create a timeline that shows the education, training, and job experiences that occurred as the individuals progressed through different stages of their careers.
SS.8.FL.1.2:	Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities. <b>Clarifications:</b> Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.
SS.8.FL.1.3:	Explain that getting more education and learning new job skills can increase a person's human capital and productivity. <b>Clarifications:</b> Explain how taking a babysitting class or getting lifeguard training can improve a young person's human capital or productivity.
SS.8.FL.1.4:	Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills. <b>Clarifications:</b> Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.
SS.8.FL.1.5:	Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others. <b>Clarifications:</b> Using data on the lifetime earnings of workers with different levels of education, explain why adults with a college education typically earn more than adults with only a high school education.
SS.8.FL.1.6:	Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money. <b>Clarifications:</b> Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.
SS.8.FL.1.7:	Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments. <b>Clarifications:</b> Find the interest rate a bank pays on a savings account.
SS.8.FL.1.8:	Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance. <b>Clarifications:</b> Look up government programs, including but not limited to, Medicaid or SNAP (Supplemental Nutrition Assistance Program) and explain the financial situation the programs are addressing.
SS.8.FL.2.1:	Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading. <b>Clarifications:</b> Gather information for an electronic good from sources such as manufacturers' websites, retail websites, and consumer review websites. Explain

	what information is most helpful in making their decision. Search the Internet and print materials and identify deceptive selling practices.
SS.8.FL.2.2:	Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information. <b>Clarifications:</b> Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.
SS.8.FL.2.3:	Describe the variety of payment methods people can use in order to buy goods and services. <b>Clarifications:</b> Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.
SS.8.FL.2.4:	Examine choosing a payment method, by weighing the costs and benefits of the different payment options. <b>Clarifications:</b> Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.
SS.8.FL.2.5:	Discuss the fact that people may revise their budget based on unplanned expenses and changes in income. <b>Clarifications:</b> Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income.
SS.8.FL.3.1:	Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money. <b>Clarifications:</b> Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings.
SS.8.FL.3.2:	Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved. <b>Clarifications:</b> Define an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.
SS.8.FL.3.3:	Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market. <b>Clarifications:</b> Explain why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.
SS.8.FL.3.4:	Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly. <b>Clarifications:</b> Calculate the total amount of interest earned on two certificates of deposit—one with a higher rate of interest than the other—and explain how the certificate of deposit with the higher interest rate can help a saver reach his or her savings goal faster.
SS.8.FL.3.5:	Identify principal as the initial amount of money upon which interest is paid. <b>Clarifications:</b> Differentiate between principal and interest.
SS.8.FL.3.6:	Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest. <b>Clarifications:</b> Use the Rule of 72 to determine the number of years it will take for their savings to double in value. Using a formula for compound interest, calculate how much two different savers, one who starts to save at age 21 and one who starts to save at age 35, will have at retirement.
SS.8.FL.3.7:	Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save. <b>Clarifications:</b> Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children.
SS.8.FL.3.8:	Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit. <b>Clarifications:</b> Identify the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors' savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie <i>It's a Wonderful Life</i> , for example, is less likely to occur in today's world of insured banks.
SS.8.FL.4.1:	Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal. <b>Clarifications:</b> Explain that repayment of a loan includes repayment of the principal plus the interest charged. Compute the interest rate when given a principal and an amount of interest. Compute the amount of interest when given the loan principal and the interest rate.
SS.8.FL.4.2:	Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use. <b>Clarifications:</b> Examine a credit card statement and identify the interest rate and fees charged.
SS.8.FL.4.3:	Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution. <b>Clarifications:</b>

	For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month.
SS.8.FL.4.4:	<p>Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.</p> <p><b>Clarifications:</b> As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter to the borrower justifying the banker's decision.</p>
SS.8.FL.5.1:	<p>Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.</p> <p><b>Clarifications:</b> Find the prices of a variety of current possible investments.</p>
SS.8.FL.5.2:	Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
SS.8.FL.5.3:	<p>Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.</p> <p><b>Clarifications:</b> Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.</p>
SS.8.FL.5.4:	<p>Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.</p> <p><b>Clarifications:</b> Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.</p>
SS.8.FL.5.5:	<p>Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.</p> <p><b>Clarifications:</b> Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.</p>
SS.8.FL.6.1:	<p>Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p> <p><b>Clarifications:</b> Write a scenario describing how a storm blowing a tree onto a roof can impact a family's financial situation.</p>
SS.8.FL.6.2:	<p>Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.</p> <p><b>Clarifications:</b> Explain why homeowners buy flood insurance for \$300 a year when the likelihood of a flood in their area is extremely low.</p>
SS.8.FL.6.3:	<p>Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.</p> <p><b>Clarifications:</b> List examples of potential events and costs against which people might self-insure.</p>
SS.8.FL.6.4:	<p>Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.</p> <p><b>Clarifications:</b> Explain how a deductible affects the payout on an auto insurance claim, and how the individual's choice of deductible affects the price of the policy at the time it is purchased.</p>
SS.8.FL.6.5:	<p>Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.</p> <p><b>Clarifications:</b> Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase.</p>
SS.8.FL.6.6:	<p>Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.</p> <p><b>Clarifications:</b> Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident. Explain why people may prefer to purchase insurance against fire in their apartment, but self-insure to handle the cost of tooth cavities.</p>
SS.8.FL.6.7:	<p>Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.</p> <p><b>Clarifications:</b> Identify ways that identity thieves can obtain someone's personal information. List actions an individual can take to protect personal information.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.

	<ul style="list-style-type: none"> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and

informed members of the global economy.

The content for the course is primarily developed around six standards from the NGSSS Financial Literacy Strand:

- Earning Income
- Buying Goods and Services
- Saving
- Using Credit
- Financial Investing
- Protecting and Insuring

Content included in these standards includes, but may not be limited to:

- analyzing cost/benefit of economic decisions
- identifying different types of education and training required by various careers
- understanding the effect of acquiring education and skills on future income
- measuring the opportunity cost that education and training have in terms of time, effort, and money
- exploring the variety of payment method options
- classifying expenses in a budget
- assessing the quality and usefulness of information from marketers
- understanding the role of financial institutions as intermediaries between savers and borrowers
- understanding the role of government agencies in protecting savings deposits
- examining the difference between principal and interest
- identifying the time value of money
- explaining how people's tastes and preferences influence their choice of how much and what to save for
- understanding why people use credit
- identifying a credit card purchase as a loan from the issuer of the card
- explaining why interest rates vary across borrowers
- examining how a credit card user can avoid interest charges
- understanding the variety of possible financial investments
- calculating the rates of return on an investment and understanding why it may vary among financial products
- identifying insurance as the transfer of risk through risk pooling
- understanding each option for managing risk (assume it, reduce it, insure it) entails a cost
- preventing identify theft and fraud

#### Special Notes

**Instructional Practices:** Teaching using real world materials, examples, and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex, high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provided extended learning opportunities that simulate economic scenarios including, but not limited to:
  - opening a bank account
  - searching for and being offered a new job
  - planning and managing a household budget
  - analyzing the motivation and techniques of marketers
  - making a major purchase such as a home or automobile
  - applying for a credit card
  - planning for college expenses
  - filing a tax return
  - managing an investment portfolio

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

#### Open Educational Resources (OEL)

There are a number of free financial literacy resources designed for middle school students that are available, providing both full service lesson plans and online digital modules. Please review the curriculum to determine if it is suitable for your educational needs before using.

- Next Gen Personal Finance - [ngpf.org](http://ngpf.org)
- Take Charge Today - [takechargetoday.arizona.edu](http://takechargetoday.arizona.edu)

- FoolProof Financial Literacy - foolproofme.org/academy/middle-schools
- Finance Your Future - financeyourfuture.myfloridacfo.com/

## GENERAL INFORMATION

**Course Number:** 2104060

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** M/J INTRO PERSFINLIT

**Course Length:** Semester (S)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Business Education (Grades 6-12)

Family and Consumer Science (Grades 6-12)

# Introduction to the Social Sciences (#2104300) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services. <b>Clarifications:</b> Examples are land, labor, capital, entrepreneurship.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.

	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.E.3.6:	<b>Clarifications:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. <b>Clarifications:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. <b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b>

	<p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• <b>Develop students' ability to analyze and problem solve.</b></li> <li>• <b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• <b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>

	<p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Introduction to the Social Sciences** - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

<p><b>Course Number:</b> 2104300</p> <p><b>Number of Credits:</b> One (1) credit</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> Social Studies &gt; <b>SubSubject:</b> Interdisciplinary and Applied Social Studies &gt;</p> <p><b>Abbreviated Title:</b> INTROD SOCIAL SCI</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Level:</b> 2</p>
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## Educator Certifications

Political Science (Grades 6-12)
Sociology (Grades 6-12)
Psychology (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Examining the African American Experience in the 20th Century (#2104310) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.6:	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.7:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.8:	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.1:	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p><b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.1.5:	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.12:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	<p>Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.</p>
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers, "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.

WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
VA.912.C.3.3:	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.F.1.5:	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.8:	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. <b>Clarifications:</b> e.g., patronage, authority, iconography, gender, semiotics, deconstruction
VA.912.H.1.10:	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. <b>Clarifications:</b> e.g., belief system, ecology, environment, current visual culture, economy
MU.912.F.2.2:	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <b>Clarifications:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. <b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.2:	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3:	Analyze the evolution of a music genre. <b>Clarifications:</b> e.g., jazz, blues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. <b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

## General Course Information and Notes

### VERSION DESCRIPTION

This course will examine the artistic expressions of African Americans during the 20th Century. This century was a tumultuous time period in United States History highlighted by profound changes in the social, economic and political affairs of African Americans. By examining the music and visual art created by African Americans during this time period, students will gain an understanding of the experiences of African American peoples.

Students will be exposed to the various genres of music that African Americans created or influenced such as jazz, blues, rhythm and blues, gospel, rock and roll and hip hop. Students will dissect and interpret works and explain what led to their creation and the impact that they had.

Students are not only exposed to the African American music of the time, but are also introduced to their visual art pieces. Students will analyze and provide their interpretations of works within the context of United States history.

Students will have been exposed to some of the greatest works ever produced in American culture.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### GENERAL INFORMATION

**Course Number:** 2104310

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** EXAMINING AFR EXPER

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

## Educator Certifications

Social Science (Grades 6-12)  
History (Grades 6-12)

# Exploring Hip Hop as Literature (#2104315) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures. <b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.12:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture. <b>Clarifications:</b> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers, "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
MU.912.F.2.2:	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <b>Clarifications:</b> e.g., community revitalization, industry choosing new locations, cultural and social enrichment
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. <b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.1:	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3:	Analyze the evolution of a music genre. <b>Clarifications:</b> e.g., jazz, blues
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. <b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

## General Course Information and Notes

### GENERAL NOTES

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, economic and political conditions that influenced its development and evolution. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

At the conclusion of this course, students will have developed an understanding of the origins and intent of Hip Hop while appreciating it as an art form. Students will be able to identify and provide examples of literary devices. Students will also have had the opportunity to develop critical thinking, analytical and creative writing skills.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### GENERAL INFORMATION

**Course Number:** 2104315

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** EXPLOR HIP HOP LIT

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

## Educator Certifications

Social Science (Grades 6-12)

History (Grades 6-12)

English (Grades 6-12)

# Global Studies (#2104320) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment. <b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations. <b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.4:	<b>Clarifications:</b> Examples are cultural imperialism, outsourcing.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. <b>Clarifications:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
SS.912.H.1.3:	Relate works in the arts to various cultures. <b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures. <b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. <b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.8.10:	<p><b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
SS.912.W.9.1:	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
SS.912.W.9.2:	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <p><b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>
SS.912.W.9.3:	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students’ ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, “Does this solution make sense? How do you know?”**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students’ ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>          Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2104320

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** GLOBAL STUDIES

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Voluntary School/Community Service (#2104330) 2022 - And

Beyond

## Course Standards

Name	Description
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.5:	<p><b>Clarifications:</b> Examples are school, community, state, national, international.</p>
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.8:	<p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.10:	<p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.11:	<p><b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others:
MA.K12.MTR.1.1:	<ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.1.1:	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.1.1:	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>

MA.K12.MTR.2.1:

- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Voluntary School/Community Service** - The grade **Voluntary School/Community Service** course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

**Special Note:** To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2104330

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Interdisciplinary and Applied Social  
Studies >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** VOL SCH/COMMU SERV

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Women's Studies (#2104340) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.3.5:	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.3:	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>

SS.912.A.7.11:	This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. <b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.

SS.912.W.3.17:	<p>Describe the roles of people in the Maya, Inca, and Aztec societies.</p> <p><b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</p>
SS.912.W.3.18:	<p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p> <p><b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>
SS.912.W.4.3:	<p>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p> <p><b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>
SS.912.W.4.14:	<p>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p>
SS.912.W.4.15:	<p>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</p>
SS.912.W.6.4:	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <p><b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>          Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Women's Studies** - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2104340

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Interdisciplinary and Applied Social Studies >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** WOMEN'S STUDIES

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# Engaged Citizenship through Service-Learning

## 1 (#2104350) 2022 - And Beyond

### Course Standards

Name	Description
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	<p>Evaluate the importance of political participation and civic participation.</p>
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p><b>Clarifications:</b> Examples are school, community, state, national, international.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.5.5:	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul style="list-style-type: none"> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p><b>Clarifications:</b> Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p><b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.</p>
	Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:	<b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

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

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [fldoe.org/family/learnserve.asp](http://fldoe.org/family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >

**Course Number:** 2104350

**SubSubject:** Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** ENG CITIZ SERV LRNG1

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Engaged Citizenship through Service-Learning

## 2 (#2104360) 2022 - And Beyond

### Course Standards

Name	Description
SS.912.A.1.5:	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	<p>Evaluate the importance of political participation and civic participation.</p>
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p><b>Clarifications:</b> Examples are school, community, state, national, international.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.E.2.2:	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
SS.912.G.5.5:	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul style="list-style-type: none"> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.5.1:	Describe ways to act independently of peer pressure during physical activities.
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Clarifications:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p><b>Clarifications:</b> Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p><b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.</p>
	Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:	<b>Clarifications:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### GENERAL NOTES

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

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

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [fldoe.org/family/learnservice.asp](http://fldoe.org/family/learnservice.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Interdisciplinary and Applied Social  
Studies >

**Abbreviated Title:** ENG CITIZ SERV LRNG2

**Course Length:** Semester (S)

**Course Level:** 2

**Course Number:** 2104360

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Multicultural Studies (#2104600) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.7:	Review the Native American experience. <b>Clarifications:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women. <b>Clarifications:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society. <b>Clarifications:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.7:	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.11:	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Clarifications:</b> Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.12:	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.3.13:	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.1:	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.8:	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.4.9:	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.2:	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Clarifications:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.912.A.5.6:	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.7:	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.8:	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.9:	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.5.10:	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.6.9:	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.4:	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.6:	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.7:	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
SS.912.A.7.8:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.11:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.12:	<p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
SS.912.A.7.13:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.14:	<p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.16:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine key events and key people in Florida history as they relate to United States history.
SS.912.A.7.17:	<p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
	Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:	<p><b>Clarifications:</b>  Examples of physical characteristics are climate, terrain, resources.  Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	<p><b>Clarifications:</b>  Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.2:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.3:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.4:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	<p>Compare time measurement systems used by different cultures.</p> <p><b>Clarifications:</b>  Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b>  Examples are artifacts, images, auditory and written sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Clarifications:</b>  Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Clarifications:</b>  Examples are ethnic, cultural, personal, national, religious.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to complete tasks with mathematical fluency:</p>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. <b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

## General Course Information and Notes

### GENERAL NOTES

**Multicultural Studies** - The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2104600

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Multicultural Studies >

**Abbreviated Title:** MULTICLTRL STUDIES

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Sociology (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# M/J World Cultures (#2105020) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world. <b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences. <b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.3:	Identify the characteristics of civilization. <b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations. <b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization. <b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization. <b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. <b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polls, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. <b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. <b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. <b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. <b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. <b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. <b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. <b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. <b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. <b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
	Describe the contributions of classical and post classical China.

SS.6.W.4.8:	<p><b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.4.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	<b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Number:** 2105020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Multicultural Studies >

**Abbreviated Title:** M/J WORLD CLTRS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Political Science (Grades 6-12)



# M/J World Cultures & Career Planning (#2105025) 2022 - And

Beyond

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world. <b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.

	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.1.6:	Identify the characteristics of civilization.
SS.6.W.2.3:	<b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.4:	<b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
	Summarize important achievements of Egyptian civilization.
SS.6.W.2.5:	<b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.7:	<b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.10:	<b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.5:	<b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
	Determine the impact of key figures from ancient Greece.
SS.6.W.3.6:	<b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.7:	<b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.13:	<b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.14:	<b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.17:	<b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.2:	<b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.4:	<b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.5:	<b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

SS.6.W.4.7:	<p><b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
SS.6.W.4.8:	<p>Describe the contributions of classical and post classical China.</p> <p><b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>
SS.6.W.4.10:	<p>Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</p>
SS.6.W.4.11:	<p>Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</p>
SS.6.W.4.12:	<p>Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. <b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml).

#### Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCG1/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCG1/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2105025

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**  
Multicultural Studies >

**Abbreviated Title:** M/J WORLD CLTRS C/P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J Advanced World Cultures (#2105030) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems. <b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results. <b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world. <b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences. <b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.3:	Identify the characteristics of civilization. <b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
SS.6.W.2.4:	Compare the economic, political, social, and religious institutions of ancient river civilizations. <b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
SS.6.W.2.5:	Summarize important achievements of Egyptian civilization. <b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
SS.6.W.2.6:	Determine the contributions of key figures from ancient Egypt. <b>Clarifications:</b> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
SS.6.W.2.7:	Summarize the important achievements of Mesopotamian civilization. <b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
SS.6.W.2.8:	Determine the impact of key figures from ancient Mesopotamian civilizations. <b>Clarifications:</b> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.
SS.6.W.2.10:	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. <b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. <b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. <b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. <b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. <b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. <b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. <b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. <b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. <b>Clarifications:</b>

	Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.7:	<b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
	Describe the contributions of classical and post classical China.
SS.6.W.4.8:	<b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	<b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2105030

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Multicultural Studies >

**Abbreviated Title:** M/J ADV WORLD CLTRS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# World Religions (#2105310) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time. Relate works in the arts to various cultures.
SS.912.H.1.3:	<b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion. Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<b>Clarifications:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire. <b>Clarifications:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. <b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history. <b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. <b>Clarifications:</b> Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. <b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. <b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p><b>Clarifications:</b>  Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>

## General Course Information and Notes

### GENERAL NOTES

**World Religions** - The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2105310

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Philosophy and Religion >

**Abbreviated Title:** WORLD RELIGIONS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

# Philosophy (#2105340) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.5:	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases. <b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
	Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea. Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus. Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.5.2:	Identify major causes of the Enlightenment. <b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. <b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. <b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>
HE.912.C.2.7:	<p><b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>

## GENERAL NOTES

**Philosophy** - The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2105340

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Philosophy and Religion >

**Abbreviated Title:** PHILOS

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

History (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

Social Science (Grades 6-12)

# Ethics (#2105350) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases. <b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea. Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. Identify major causes of the Enlightenment.
SS.912.W.5.2:	<b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:	<p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p><b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>

## General Course Information and Notes

### GENERAL NOTES

**Ethics** - The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2105350</p> <p><b>Number of Credits:</b> Half credit (.5)</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education            Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult            Education Courses &gt; <b>Subject:</b> Social Studies &gt;  <b>SubSubject:</b> Philosophy and Religion &gt;  <b>Abbreviated Title:</b> ETHICS  <b>Course Length:</b> Semester (S)  <b>Course Level:</b> 2</p>
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**Educator Certifications**

History (Grades 6-12)
Social Science (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)

# Philosophy Honors: Ethics (#2105355) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.5:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	<p>Explain why rights have limits and are not absolute.</p> <p><b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.10:	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des</p>

	Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4:	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain. Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.17:	<b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	<b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	<b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. Identify major causes of the Enlightenment.
SS.912.W.5.2:	<b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. Analyze the causes and effects of imperialism.
SS.912.W.6.6:	<b>Clarifications:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• <b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul> </div>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul> </div>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul> </div>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul> </div>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> </div>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> </div>

	Make inferences to support comprehension.
ELA.K12.EE.3.1:	<b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<b>Clarifications:</b> Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

## General Course Information and Notes

### GENERAL NOTES

The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes: Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRS) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRS, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 2105355

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Philosophy and Religion >

**Abbreviated Title:** PHILOS HON ETHICS

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Social Science (Grades 6-12)

And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, “Does this solution make sense? How do you know?”</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students’ ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at [ibo.org/en/programmes/](http://ibo.org/en/programmes/).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

<b>Course Number:</b> 2105860	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Philosophy and Religion >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB PHILOSOPHY 1 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> • International Baccalaureate (IB)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Recognize government and citizen participation in international organizations.
SS.7.C.4.2:	<p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Describe examples of how the United States has dealt with international conflicts.
SS.7.C.4.3:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Compare the national budget process to the personal budget process.
SS.7.E.1.6:	<p><b>Clarifications:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.2:	<p><b>Clarifications:</b> Examples are the Federal Reserve System and privately owned banks.</p>
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
SS.7.E.2.5:	<p><b>Clarifications:</b> Examples are the stock market, banks, credit unions.</p>
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.2:	<p><b>Clarifications:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.1:	<p><b>Clarifications:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.2:	<p><b>Clarifications:</b> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	Describe current major cultural regions of North America.
SS.7.G.2.4:	<p><b>Clarifications:</b> Examples are the South, Rust-belt, Silicon Valley.</p>
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.

SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.5.1:	<p><b>Clarifications:</b> Examples are tri-county mangrove decimation, beach erosion.</p>
	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
SS.7.G.6.1:	<p><b>Clarifications:</b> Examples are population density, changes in census data, and district reapportionment over time.</p>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	<b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.

## General Course Information and Notes

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106010

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.7.C.3.14:	<p>Differentiate between local, state, and federal governments' obligations and services.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.1:	<p>Differentiate concepts related to United States domestic and foreign policy.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.2:	<p>Recognize government and citizen participation in international organizations.</p> <p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.3:	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.  <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.             In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><b>Clarifications:</b>            Bullying prevention, Internet safety, and nutritional choices.</p>

## General Course Information and Notes

### GENERAL NOTES

The primary content for this half -year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106015

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

# M/J Civics & Career Planning (#2106016) 2022 - And Beyond

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Recognize government and citizen participation in international organizations.
SS.7.C.4.2:	<p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Describe examples of how the United States has dealt with international conflicts.
SS.7.C.4.3:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Compare the national budget process to the personal budget process.
SS.7.E.1.6:	<p><b>Clarifications:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.2:	<p><b>Clarifications:</b> Examples are the Federal Reserve System and privately owned banks.</p>
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
SS.7.E.2.5:	<p><b>Clarifications:</b> Examples are the stock market, banks, credit unions.</p>
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.2:	<p><b>Clarifications:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.1:	<p><b>Clarifications:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.2:	<p><b>Clarifications:</b> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	Describe current major cultural regions of North America.
SS.7.G.2.4:	<p><b>Clarifications:</b> Examples are the South, Rust-belt, Silicon Valley.</p>
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.

SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.5.1:	<p><b>Clarifications:</b> Examples are tri-county mangrove decimation, beach erosion.</p>
	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
SS.7.G.6.1:	<p><b>Clarifications:</b> Examples are population density, changes in census data, and district reapportionment over time.</p>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	<b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.

## General Course Information and Notes

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.stml](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.stml).

#### Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

## GENERAL INFORMATION

**Course Number:** 2106016

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
Political Sciences >

**Abbreviated Title:** M/J CIVICS & CAR PL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)

# M/J Civics, Advanced (#2106020) 2022 - And Beyond

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Recognize government and citizen participation in international organizations.
SS.7.C.4.2:	<p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Describe examples of how the United States has dealt with international conflicts.
SS.7.C.4.3:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Compare the national budget process to the personal budget process.
SS.7.E.1.6:	<p><b>Clarifications:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.2:	<p><b>Clarifications:</b> Examples are the Federal Reserve System and privately owned banks.</p>
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
SS.7.E.2.5:	<p><b>Clarifications:</b> Examples are the stock market, banks, credit unions.</p>
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.2:	<p><b>Clarifications:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.1:	<p><b>Clarifications:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.2:	<p><b>Clarifications:</b> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	Describe current major cultural regions of North America.
SS.7.G.2.4:	<p><b>Clarifications:</b> Examples are the South, Rust-belt, Silicon Valley.</p>
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.

SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.5.1:	<p><b>Clarifications:</b> Examples are tri-county mangrove decimation, beach erosion.</p>
	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
SS.7.G.6.1:	<p><b>Clarifications:</b> Examples are population density, changes in census data, and district reapportionment over time.</p>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	<b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.

## General Course Information and Notes

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2106020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

# M/J Civics, Advanced (#2106025) 2022 - And Beyond

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.7.C.3.14:	<p>Differentiate between local, state, and federal governments' obligations and services.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.1:	<p>Differentiate concepts related to United States domestic and foreign policy.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.2:	<p>Recognize government and citizen participation in international organizations.</p> <p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.4.3:	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><b>Clarifications:</b>            Bullying prevention, Internet safety, and nutritional choices.</p>

## General Course Information and Notes

### GENERAL NOTES

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106025

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
Political Sciences >

**Abbreviated Title:** M/J CIVICS ADV

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

# M/J Civics, Advanced & Career Planning (#2106026) 2022 -

And Beyond

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p>

SS.7.C.2.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view</p>

	the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.3.2:	<p>Compare parliamentary, federal, confederal, and unitary systems of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, In re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b></p>

SS.7.C.3.13:	This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.1:	<b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Recognize government and citizen participation in international organizations.
SS.7.C.4.2:	<b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Describe examples of how the United States has dealt with international conflicts.
SS.7.C.4.3:	<b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3:	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4:	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5:	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Compare the national budget process to the personal budget process.
SS.7.E.1.6:	<b>Clarifications:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
SS.7.E.2.1:	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.2:	<b>Clarifications:</b> Examples are the Federal Reserve System and privately owned banks.
SS.7.E.2.3:	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4:	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
SS.7.E.2.5:	<b>Clarifications:</b> Examples are the stock market, banks, credit unions.
SS.7.E.3.1:	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2:	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3:	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4:	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
SS.7.G.1.1:	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.2:	<b>Clarifications:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.
SS.7.G.1.3:	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.1:	<b>Clarifications:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.
	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.2:	<b>Clarifications:</b> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
SS.7.G.2.3:	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
	Describe current major cultural regions of North America.

SS.7.G.2.4:	<b>Clarifications:</b> Examples are the South, Rust-belt, Silicon Valley.
SS.7.G.3.1:	Use maps to describe the location, abundance, and variety of natural resources in North America.
SS.7.G.4.1:	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2:	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
SS.7.G.5.1:	<b>Clarifications:</b> Examples are tri-county mangrove decimation, beach erosion.
	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
SS.7.G.6.1:	<b>Clarifications:</b> Examples are population density, changes in census data, and district reapportionment over time.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Articulate a position on a health-related issue and support it with accurate health information.
HE.7.P.8.2:	<b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.

## General Course Information and Notes

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes.** The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.html](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.html).

**Career and Education Planning Course Standards – Students will:**

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106026

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J CIVICS ADV&CAR P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

History (Grades 6-12)

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.3:	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.5:	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.6:	<p>Interpret the intentions of the Preamble of the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.8:	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.1:	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course</p>

	(EOC) Assessments webpage and the FLDOE Social Studies webpage.
	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.3:	<p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.10:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Conduct a service project to further the public good.
SS.7.C.2.14:	<p><b>Clarifications:</b> The project can be at the school, community, state, national, or international level.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

SS.7.C.3.2:	<p>Compare parliamentary, federal, confederal, and unitary systems of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.3:	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.4:	<p>Identify the relationship and division of powers between the federal government and state governments.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.5:	<p>Explain the Constitutional amendment process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.6:	<p>Evaluate Constitutional rights and their impact on individuals and society.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.7:	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.8:	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.9:	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.10:	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.11:	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.12:	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.3.13:	<p>Compare the constitutions of the United States and Florida.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Recognize government and citizen participation in international organizations.
SS.7.C.4.2:	<p><b>Clarifications:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Describe examples of how the United States has dealt with international conflicts.
SS.7.C.4.3:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Mathematicians who participate in effortful learning both individually and with others:
MA.K12.MTR.1.1:	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
MA.K12.MTR.2.1:	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
MA.K12.MTR.3.1:	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

ELA.K12.EE.3.1:

	beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p><b>Clarifications:</b>            Bullying prevention, Internet safety, and nutritional choices.</p>

## General Course Information and Notes

### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### Multimedia Technologies

01.0 Demonstrate proficiency in using presentation software and equipment.

01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.

01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.

01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

02.0 Demonstrate proficiency in using digital photography and digital imaging.

02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.

02.02 Apply effective design principles in digital photography compositions.

02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.

02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.

02.05 Demonstrate skill in scanning and cropping photographs.

03.0 Demonstrate proficiency in basic video production equipment.

03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.

03.02 Demonstrate understanding of digital video storage media and file types.

03.03 Identify and select microphones for production needs.

03.04 Determine appropriate lighting needs for production settings.

03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.

04.01 Demonstrate knowledge of the digital video software interface.

04.02 Demonstrate ability to edit, cut, erase, and insert video.

04.03 Edit video as needed to achieve desired message and length.

04.04 Demonstrate skill in using video effects and plug-ins.

04.05 Describe a first complete run-through of the video production process

04.06 Characterize the qualities of effective communication in a completed video

04.07 Prepare a video project for final compositing and export.

04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

05.01 Characterize effective writing styles and conventions for the web.

05.02 Use word processing software to create effective written content for the web.

05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.

- 05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clip art, CD-ROMs).
- 05.05 Create and edit images using image or graphic design software.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106029

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Social Studies > **SubSubject:**  
 Political Sciences >

**Abbreviated Title:** M/J CIV & DIG TECH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

## Course Standards

Name	Description
SS.7.C.1.1:	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.2:	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.4:	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.7:	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.1.9:	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.2:	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.7.C.2.4:	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.5:	<p>Distinguish how the Constitution safeguards and limits individual rights.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.7.C.2.6:	<p>Simulate the trial process and the role of juries in the administration of justice.</p>
SS.7.C.2.10:	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.12:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Examine multiple perspectives on public and current issues.
SS.7.C.2.13:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.2:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.3:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.4:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Explain the Constitutional amendment process.
SS.7.C.3.5:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Evaluate Constitutional rights and their impact on individuals and society.
SS.7.C.3.6:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.7:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.7.C.3.8:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Illustrate the law making process at the local, state, and federal levels.
SS.7.C.3.9:	<p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.10:	<p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Diagram the levels, functions, and powers of courts at the state and federal levels.
SS.7.C.3.11:	<p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
SS.7.C.3.12:	<p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Compare the constitutions of the United States and Florida.
SS.7.C.3.13:	<p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.14:	<p><b>Clarifications:</b></p> <p>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
SS.7.G.6.1:	<p><b>Clarifications:</b></p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.7.P.8.2:	Articulate a position on a health-related issue and support it with accurate health information. <b>Clarifications:</b> Bullying prevention, Internet safety, and nutritional choices.

## General Course Information and Notes

### GENERAL NOTES

**M/J Law Studies** – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106030

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

Political Sciences >

**Abbreviated Title:** M/J LAW STUDIES

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

## Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
	<b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	Conduct a service project to further the public good.
	<b>Clarifications:</b> Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute.
	<b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
	<b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
	<b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida.
	<b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
	<b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.2.16:	Analyze trends in voter turnout.
	<b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy.
	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.
	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

#### Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106310

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Political Sciences >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** US GOVT  
**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States  
Government

## Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# United States Government for Credit Recovery (#2106315) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Conduct a service project to further the public good.
SS.912.C.2.5:	<b>Clarifications:</b> Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Explain why rights have limits and are not absolute.
SS.912.C.2.7:	<b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
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SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication. Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
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SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Analyze trends in voter turnout.
SS.912.C.2.16:	<b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
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SS.912.C.3.8:	<p><b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.</p>
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level. Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
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SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
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SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

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Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
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- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.  <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Clarifications:</b>          Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

#### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106315

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Political Sciences >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** US GOVT CR

**Course Type:** Credit Recovery

**Course Length:** Credit Recovery (R)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# United States Government Honors (#2106320) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
	<b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Conduct a service project to further the public good.
SS.912.C.2.5:	<b>Clarifications:</b>
	Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Explain why rights have limits and are not absolute.
SS.912.C.2.7:	<b>Clarifications:</b>
	Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
	<b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
	<b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida.
	<b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication. Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	<b>Clarifications:</b>
	Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Analyze trends in voter turnout.
SS.912.C.2.16:	<b>Clarifications:</b>
	Examples are youth voter turnout, issue-based voting.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b>
	Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government. Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b>
	Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2106320

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** US GOVT HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

**Graduation Requirement:** United States Government

## Educator Certifications

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)

# Political Science (#2106340) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.3:	<b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Explain why rights have limits and are not absolute.
SS.912.C.2.7:	<b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication. Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	<b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Analyze trends in voter turnout.
SS.912.C.2.16:	<b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

# General Course Information and Notes

## GENERAL NOTES

**Political Science** - The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106340

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** POLI SCI

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
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SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	<b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## GENERAL NOTES

**Law Studies** - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 2106350	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Political Sciences >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> LAW STUDIES
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy. <b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials. <b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases. <b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character. <b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism. Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## GENERAL NOTES

**International Law** – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106355

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** INTL LAW

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Comparative Political Systems (#2106360) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy. <b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials. <b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character. <b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> </ul>

MA.K12.MTR.2.1:

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Comparative Political Systems** – The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**GENERAL INFORMATION**

<p><b>Course Number:</b> 2106360</p> <p><b>Number of Credits:</b> Half credit (.5)</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Draft - Course Pending Approval</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path:</b> Section: Grades PreK to 12 Education            Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult            Education Courses &gt; <b>Subject:</b> Social Studies &gt;  <b>SubSubject:</b> Political Sciences &gt;  <b>Abbreviated Title:</b> COMPA POLI SYSTEMS  <b>Course Length:</b> Semester (S)  <b>Course Level:</b> 2</p>
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**Educator Certifications**

Political Science (Grades 6-12)
Social Science (Grades 6-12)

# Comprehensive Law Studies (#2106370) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
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SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
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SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
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SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
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SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
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SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
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SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
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	Identify the impact of independent regulatory agencies in the federal bureaucracy.
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	Compare the role of judges on the state and federal level with other elected officials.
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SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Comprehensive Law Studies**– The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History,

Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106370

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** COMPRE LAW STUDIES

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Comprehensive Law Honors (#2106375) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
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SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
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SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
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	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
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SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
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SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## GENERAL NOTES

**Comprehensive Law** - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106375

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** COMPRE LAW HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Legal Systems and Concepts (#2106380) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	<b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
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Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
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MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
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- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

Legal Systems and Concepts – The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History,

Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106380

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** LEGAL SYSS & CONCS

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Court Procedures (#2106390) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy. <b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials. <b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases. <b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students

	build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Court Procedures** – The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2106390

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** COURT PROCED

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Political Science (Grades 6-12)  
Social Science (Grades 6-12)  
Law (Secondary Grades 7-12)



# Humane Letters 1 - History (#2106410) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.2.1:	Review causes and consequences of the Civil War. <b>Clarifications:</b> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  Examples may include, but are not limited to, trade, development of new industries.
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.4.5:	Examine causes, course, and consequences of United States involvement in World War I. <b>Clarifications:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify causes for Post-World War II prosperity and its effects on American society.

SS.912.A.7.1:	<p><b>Clarifications:</b> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.5:	<p>Conduct a service project to further the public good.</p> <p><b>Clarifications:</b> Examples are school, community, state, national, international.</p>
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	<p>Explain why rights have limits and are not absolute.</p> <p><b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.2.16:	<p>Analyze trends in voter turnout.</p> <p><b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.</p>
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <p><b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <p><b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.</p>
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>

SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<p><b>Clarifications:</b></p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### VERSION DESCRIPTION

The Humane Letters 1 –History course has content strands of Geography, Civics and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the structures and frameworks of government that supports the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### GENERAL NOTES

#### Instructional Practices

Teaching from well-written, instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents
2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and rereading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2106410

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** United States Government

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** HUM LET 1 - HISTORY

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# International Relations (#2106440) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people. <b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
	Demonstrate the impact of inflation on world economies.
SS.912.E.3.1:	<b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.4:	<b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.5:	<b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.4:	<b>Clarifications:</b> Examples are cultural imperialism, outsourcing.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.1:	<b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.2:	<b>Clarifications:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	<b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.5:	<b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b>

	Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	<p>Describe characteristics of the early Cold War.</p> <p><b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.</p>
SS.912.W.8.3:	<p>Summarize key developments in post-war China.</p> <p><b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.</p>
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	<p>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</p> <p><b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</p>
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <p><b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <p><b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
SS.912.W.9.1:	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
SS.912.W.9.2:	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <p><b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>
SS.912.W.9.3:	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> </ul>

MA.K12.MTR.2.1:

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**International Relations** – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106440

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** INTL RLS

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# International Relations 2 Honors (#2106445) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.2:	<b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.5:	<b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review different economic and philosophic ideologies.
SS.912.A.3.10:	<b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. <b>Clarifications:</b> Examples may include, but are not limited to, the Declaration of Human Rights.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people. <b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on

	the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.E.3.5:	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
SS.912.G.2.1:	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	<p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <p><b>Clarifications:</b> Examples are cultural imperialism, outsourcing.</p>
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.1:	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p><b>Clarifications:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
SS.912.H.1.2:	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p><b>Clarifications:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
SS.912.H.1.3:	<p>Relate works in the arts to various cultures.</p> <p><b>Clarifications:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.1.5:	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Clarifications:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. Describe characteristics of the early Cold War.
SS.912.W.8.2:	<b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. <b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.5:	<b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. <b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**International Relations 2** – The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international

relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106445

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** INTL RLS 2 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 6-12)

# The American Political System: Process and Power Honors (#2106460) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.2.16:	Analyze trends in voter turnout. <b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.

SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
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Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**The American Political System: Process and Power Honors** – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups

- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at: [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106460

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** AMER POLIT SYSS HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

## Educator Certifications

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)

# Constitutional Law Honors (#2106468) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <b>Clarifications:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute. <b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government. Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.8:	<b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character. <b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>

MA.K12.MTR.2.1:	<ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• <b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul> <p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>

MA.K12.MTR.7.1:	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Constitutional Law** – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend

their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2106468

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** CONST LAW HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Political Science (Secondary Grades 7-12)

Social Science (Grades 6-12)

Law (Secondary Grades 7-12)

# Florida's Preinternational Baccalaureate United States Government (#2106800) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Conduct a service project to further the public good.
SS.912.C.2.5:	<b>Clarifications:</b> Examples are school, community, state, national, international.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Explain why rights have limits and are not absolute.
SS.912.C.2.7:	<b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication. Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.13:	<b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Analyze trends in voter turnout.
SS.912.C.2.16:	<b>Clarifications:</b> Examples are youth voter turnout, issue-based voting.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.5:	<b>Clarifications:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government. Compare the role of judges on the state and federal level with other elected officials.

SS.912.C.3.8:	<p><b>Clarifications:</b> Examples are decisions based on the law vs. will of the majority.</p>
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.10:	<p><b>Clarifications:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level. Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.13:	<p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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### GENERAL INFORMATION

**Course Number:** 2106800

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Political Sciences >

**Abbreviated Title:** FL PRE-IB US GOVT

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

**Graduation Requirement:** United States  
Government

## Educator Certifications

Political Science (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Psychology 1 (#2107300) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.P.1.1:	<p>Define psychology as a discipline and identify its goals as a science.</p> <p><b>Clarifications:</b> Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.</p>
SS.912.P.1.2:	<p>Describe the emergence of psychology as a scientific discipline.</p> <p><b>Clarifications:</b> Topics may include, but are not limited to, Wilhem Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers Jean Piaget.</p>
SS.912.P.1.3:	<p>Describe perspectives employed to understand behavior and mental processes.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, psychodynamic perspective.</p>
SS.912.P.1.4:	<p>Discuss the value of both basic and applied psychological research with human and non-human animals.</p> <p><b>Clarifications:</b> Topics may include, but are not limited to, scientific method, bias, observations, case studies, correlational studies, surveys, random samples, longitudinal studies, cross-sectional studies, independent variable, dependent variable, confounding variable, experimental group, control group, double-blind procedure, placebo, replication, ethics.</p>
SS.912.P.1.5:	<p>Describe the major subfields of psychology.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, biopsychology, clinical psychology, developmental psychology, forensic psychology, industrial-organizational psychology, personality psychology, social psychology, school psychology.</p>
SS.912.P.6.1:	<p>Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the concept of "nature v. nurture."</p>
SS.912.P.6.2:	<p>Explain issues of continuity/discontinuity and stability/change.</p>
SS.912.P.6.3:	<p>Distinguish methods used to study development.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.</p>
SS.912.P.6.4:	<p>Describe the role of sensitive and critical periods in development.</p>
SS.912.P.6.5:	<p>Discuss issues related to the end of life.</p> <p><b>Clarifications:</b> Topics may include, but are not limited to, role of culture, Hospice care.</p>
SS.912.P.6.6:	<p>Discuss theories of cognitive development.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the theories of Jean Piaget, Erik Erikson, and Benjamin Spock.</p>
SS.912.P.6.7:	<p>Discuss theories of moral development.</p>
SS.912.P.6.8:	<p>Discuss theories of social development.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, the theories of Harry Harlow, Konrad Lorenz, Erik Erikson, and Sigmund Freud.</p>
SS.912.P.6.9:	<p>Describe physical development from conception through birth and identify influences on prenatal development.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, zygote, genes, embryo, fetus, and teratogens.</p>
SS.912.P.6.10:	<p>Describe newborns' reflexes, temperament, and abilities.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, rooting reflex, grasping reflex, fetal alcohol syndrome.</p>
SS.912.P.6.11:	<p>Describe physical and motor development in infancy.</p>
SS.912.P.6.12:	<p>Describe how infant perceptual abilities and intelligence develop.</p>
SS.912.P.6.13:	<p>Describe the development of attachment and the role of the caregiver.</p>
SS.912.P.6.14:	<p>Describe the development of communication and language in infancy.</p>
SS.912.P.6.15:	<p>Describe physical and motor development in childhood.</p>
SS.912.P.6.16:	<p>Describe how memory and thinking ability develops in childhood.</p>
SS.912.P.7.1:	<p>Describe the principles of classical conditioning.</p> <p><b>Clarifications:</b> Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</p>

SS.912.P.7.2:	Describe clinical and experimental examples of classical conditioning.
SS.912.P.7.3:	Apply classical conditioning to everyday life.
SS.912.P.7.4:	Describe the Law of Effect.
SS.912.P.7.5:	Describe the principles of operant conditioning. <b>Clarifications:</b> Topics may include, but are not limited to, Edward Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.
SS.912.P.7.6:	Describe clinical and experimental examples of operant conditioning.
SS.912.P.7.7:	Apply operant conditioning to everyday life.
SS.912.P.7.8:	Describe the principles of observational and cognitive learning. <b>Clarifications:</b> Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.
SS.912.P.7.9:	Apply observational and cognitive learning to everyday life.
SS.912.P.8.1:	Describe the structure and function of language. <b>Clarifications:</b> Topics may include, but are not limited to, phoneme, morpheme, and grammar.
SS.912.P.8.2:	Discuss the relationship between language and thought. Explain the process of language acquisition.
SS.912.P.8.3:	<b>Clarifications:</b> Topics may include, but are not limited to, Noam Chomsky, B. F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.
SS.912.P.8.4:	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes. Evaluate the theories of language acquisition.
SS.912.P.8.5:	<b>Clarifications:</b> Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.
SS.912.P.8.6:	Identify the brain structures associated with language. <b>Clarifications:</b> Examples may include, but are not limited to, Broca's area and Wernicke's area.
SS.912.P.8.7:	Discuss how damage to the brain may affect language. Identify factors that influence encoding.
SS.912.P.11.1:	<b>Clarifications:</b> Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.
SS.912.P.11.2:	Characterize the difference between shallow (surface) and deep (elaborate) processing.
SS.912.P.11.3:	Discuss strategies for improving the encoding of memory.
SS.912.P.11.4:	Describe the differences between working memory and long-term memory. Identify and explain biological processes related to how memory is stored.
SS.912.P.11.5:	<b>Clarifications:</b> Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.
SS.912.P.11.6:	Discuss types of memory and memory disorders (e.g., amnesias, dementias). <b>Clarifications:</b> Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.
SS.912.P.11.7:	Discuss strategies for improving the storage of memories. Analyze the importance of retrieval cues in memory.
SS.912.P.11.8:	<b>Clarifications:</b> Examples may include, but are not limited to, recall, recollection, recognition, and relearning.
SS.912.P.11.9:	Explain the role that interference plays in retrieval. <b>Clarifications:</b> Examples may include, but are not limited to, proactive interference and retroactive interference.
SS.912.P.11.10:	Discuss the factors influencing how memories are retrieved. <b>Clarifications:</b> Topics may include, but are not limited to, context theory and state-dependent memory.
SS.912.P.11.11:	Explain how memories can be malleable.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories. Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.3:	Discuss non-human problem-solving abilities.

	Describe obstacles to problem solving.
SS.912.P.12.4:	<b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
	Describe obstacles to decision making.
SS.912.P.12.5:	<b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
	Describe obstacles to making good judgments.
SS.912.P.12.6:	<b>Clarifications:</b> Examples may include, but are not limited to, framing and belief perseverance.
SS.912.P.16.1:	Evaluate psychodynamic theories.
SS.912.P.16.2:	Evaluate trait theories.
SS.912.P.16.3:	Evaluate humanistic theories.
SS.912.P.16.4:	Evaluate social-cognitive theories.
	Differentiate personality assessment techniques.
SS.912.P.16.5:	<b>Clarifications:</b> Topics may include, but are not limited to Freud, Adler, Jung, Horney, thematic appreciation test, and Rorschach inkblot test.
SS.912.P.16.6:	Discuss the reliability and validity of personality assessment techniques.
SS.912.P.16.7:	Discuss biological and situational influences.
SS.912.P.16.8:	Discuss stability and change.
SS.912.P.16.9:	Discuss connection to health and work on personality.
SS.912.P.16.10:	Discuss self-concept.
SS.912.P.16.11:	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
SS.912.P.17.1:	Define psychologically abnormal behavior.
SS.912.P.17.2:	Describe historical and cross-cultural views of abnormality.
	Describe major models of abnormality.
SS.912.P.17.3:	<b>Clarifications:</b> Examples may include, but are not limited to, medical model and bio-psycho-social model
SS.912.P.17.4:	Discuss how stigma relates to abnormal behavior.
SS.912.P.17.5:	Discuss the impact of psychological disorders on the individual, family, and society.
	Describe the classification of psychological disorders.
SS.912.P.17.6:	<b>Clarifications:</b> Topics may include, but are not limited to, the DSM-IV-TR.
SS.912.P.17.7:	Discuss the challenges associated with diagnosis.
	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
SS.912.P.17.8:	<b>Clarifications:</b> Examples may also include, but are not limited to, dissociative disorders and schizophrenia.
SS.912.P.17.9:	Evaluate how different factors influence an individual's experience of psychological disorders.
SS.912.P.18.1:	Explain how psychological treatments have changed over time and among cultures.
SS.912.P.18.2:	Match methods of treatment to psychological perspectives.
SS.912.P.18.3:	Explain why psychologists use a variety of treatment options.
	Identify biomedical treatments.
SS.912.P.18.4:	<b>Clarifications:</b> Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.
	Identify psychological treatments.
SS.912.P.18.5:	<b>Clarifications:</b> Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.
SS.912.P.18.6:	Describe appropriate treatments for different age groups.
SS.912.P.18.7:	Evaluate the efficacy of treatments for particular disorders.
SS.912.P.18.8:	Identify other factors that improve the efficacy of treatment.
SS.912.P.18.9:	Identify treatment providers for psychological disorders and the training required for each.
SS.912.P.18.10:	Identify ethical challenges involved in delivery of treatment.
SS.912.P.19.1:	Define stress as a psychophysiological reaction.
	Identify and explain potential sources of stress.
SS.912.P.19.2:	<b>Clarifications:</b> Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.
SS.912.P.19.3:	Explain physiological and psychological consequences of stress for health.
	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
SS.912.P.19.4:	<b>Clarifications:</b> Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.
SS.912.P.19.5:	Identify ways to promote mental health and physical fitness.
SS.912.P.19.6:	Describe the characteristics of and factors that promote resilience and optimism.
SS.912.P.19.7:	Distinguish between effective and ineffective means of dealing with stressors and other health issues.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

# General Course Information and Notes

## GENERAL NOTES

**Psychology 1** - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

<b>Course Number:</b> 2107300	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Psychology >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> PSYCH 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

Psychology (Grades 6-12)
Guidance & Counseling (Preschool-Secondary PK-12)
School Psychologist (Preschool-Secondary PK-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# Psychology 2 (#2107310) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.P.2.1:	Describe the scientific method and its role in psychology.
SS.912.P.2.2:	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
SS.912.P.2.3:	Define systematic procedures used to improve the validity of research findings, such as external validity. <b>Clarifications:</b> Examples may also include, but are not limited to internal validity.
SS.912.P.2.4:	Discuss how and why psychologists use non-human animals in research.
SS.912.P.2.5:	Identify ethical standards psychologists must address regarding research with human participants. <b>Clarifications:</b> Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and provision of full explanation of completed research to participants.
SS.912.P.2.6:	Identify ethical guidelines psychologists must address regarding research with non-human animals. <b>Clarifications:</b> Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.
SS.912.P.2.7:	Define descriptive statistics and explain how they are used by psychological scientists.
SS.912.P.2.8:	Define forms of qualitative data and explain how they are used by psychological scientists.
SS.912.P.2.9:	Define correlation coefficients and explain their appropriate interpretation.
SS.912.P.2.10:	Interpret graphical representations of data as used in both quantitative and qualitative methods. Explain other statistical concepts, such as statistical significance and effect size.
SS.912.P.2.11:	<b>Clarifications:</b> Examples may also include, but are not limited to, inferential statistics, comparative statistics, statistical inference, and correlation coefficient.
SS.912.P.2.12:	Explain how validity and reliability of observations and measurements relate to data analysis.
SS.912.P.3.1:	Identify the major divisions and subdivisions of the human nervous system. <b>Clarifications:</b> Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.
SS.912.P.3.2:	Identify the parts of the neuron and describe the basic process of neural transmission. <b>Clarifications:</b> Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.
SS.912.P.3.3:	Differentiate between the structures and functions of the various parts of the central nervous system.
SS.912.P.3.4:	Describe lateralization of brain functions.
SS.912.P.3.5:	Discuss the mechanisms and the importance of plasticity of the nervous system.
SS.912.P.3.6:	Describe how the endocrine glands are linked to the nervous system. <b>Clarifications:</b> Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.
SS.912.P.3.7:	Describe the effects of hormones on behavior and mental processes.
SS.912.P.3.8:	Describe hormone effects on the immune system.
SS.912.P.3.9:	Describe concepts in genetic transmission. <b>Clarifications:</b> Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.
SS.912.P.3.10:	Describe the interactive effects of heredity and environment.
SS.912.P.4.1:	Discuss processes of sensation and perception and how they interact
SS.912.P.4.2:	Explain the concepts of threshold and adaptation. List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
SS.912.P.4.3:	<b>Clarifications:</b> Examples may include, but are not limited to, light, heat, wind and chemical substances.
SS.912.P.4.4:	Describe the visual sensory system.
SS.912.P.4.5:	Describe the auditory sensory system.
SS.912.P.4.6:	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense). Explain Gestalt principles of perception.
SS.912.P.4.7:	<b>Clarifications:</b> Examples may include, but are not limited to, similarity, proximity, closure, and continuity.
SS.912.P.4.8:	Describe binocular and monocular depth cues.
SS.912.P.4.9:	Describe the importance of perceptual constancies.
SS.912.P.4.10:	Describe perceptual illusions.

SS.912.P.4.1.1:	Describe the nature of attention.
SS.912.P.4.1.2:	Explain how experiences and expectations influence perception.
	Identify states of consciousness.
SS.912.P.5.1:	<b>Clarifications:</b> Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.
SS.912.P.5.2:	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
SS.912.P.5.3:	Describe the circadian rhythm and its relation to sleep.
	Describe the sleep cycle.
SS.912.P.5.4:	<b>Clarifications:</b> Examples may include, but are not limited to, Stage 1 sleep, Stage 2 sleep, Stage 3 sleep, Stage 4 sleep, and REM sleep.
	Compare theories about the functions of sleep.
SS.912.P.5.5:	<b>Clarifications:</b> Examples may include, but are not limited to, Repair and Restoration Theory, Evolutionary Theory, and Information Consolidation Theory.
	Describe types of sleep disorders.
SS.912.P.5.6:	<b>Clarifications:</b> Examples may include, but are not limited to, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, bruxism enuresis, and myoclonus.
	Compare theories about the functions of dreams.
SS.912.P.5.7:	<b>Clarifications:</b> Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.
	Characterize the major categories of psychoactive drugs and their effects.
SS.912.P.5.8:	<b>Clarifications:</b> Examples may include, but are not limited to, depressants, opiates, stimulants, hallucinogens, and marijuana.
SS.912.P.5.9:	Describe how psychoactive drugs act at the synaptic level.
SS.912.P.9.1:	Describe attributional explanations of behavior.
SS.912.P.9.2:	Describe the relationship between attitudes (implicit and explicit) and behavior.
	Identify persuasive methods used to change attitudes.
SS.912.P.9.3:	<b>Clarifications:</b> Examples may include, but are not limited to, compliance, identification, internalization, emotion-based change.
	Describe the power of the situation.
SS.912.P.9.4:	<b>Clarifications:</b> Examples may include, but are not limited to, the Zimbardo study and the Milgram study.
	Describe effects of others' presence on individuals' behavior.
SS.912.P.9.5:	<b>Clarifications:</b> Examples may include, but are not limited to, altruism, the bystander effect, and Kitty Genovese.
SS.912.P.9.6:	Describe how group dynamics influence behavior.
SS.912.P.9.7:	Discuss how an individual influences group behavior.
SS.912.P.9.8:	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
	Describe determinants of prosocial behavior.
SS.912.P.9.9:	<b>Clarifications:</b> Examples may include, but are not limited to, genetic factors, social exchange theory, personal qualities, and situational determinants.
	Discuss influences upon aggression and conflict.
SS.912.P.9.10:	<b>Clarifications:</b> Examples may include, but are not limited to, genetics, the nervous system, and biochemistry.
	Discuss factors influencing attraction and relationships.
SS.912.P.9.11:	<b>Clarifications:</b> Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.
SS.912.P.10.1:	Define culture and diversity.
SS.912.P.10.2:	Identify how cultures change over time and vary within nations and internationally.
SS.912.P.10.3:	Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4:	Discuss psychological research examining race and ethnicity.
SS.912.P.10.5:	Discuss psychological research examining socioeconomic status.
SS.912.P.10.6:	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.7:	Discuss psychological research examining gender identity.
SS.912.P.10.8:	Discuss psychological research examining diversity in sexual orientation.
SS.912.P.10.9:	Compare and contrast gender identity and sexual orientation.
SS.912.P.10.10:	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
SS.912.P.10.11:	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
SS.912.P.10.12:	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.P.10.13:	Discuss psychological research examining differences in individual cognitive and physical abilities.
SS.912.P.10.14:	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
SS.912.P.13.1:	Discuss intelligence as a general factor.
	Discuss alternative conceptualizations of intelligence.
SS.912.P.13.2:	<b>Clarifications:</b> Examples may include, but are not limited to, Howard Gardner's theory of multiple intelligences, Daniel Goleman's theory of emotional intelligence, and Robert Sternberg's triarchic theory of intelligence.

SS.912.P.13.3:	Describe the extremes of intelligence. Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
SS.912.P.13.4:	<b>Clarifications:</b> Topics may include, but are not limited to, Alfred Binet, Lewis Terman, David Weschler, mental age, chronological age, Stanford-Binet intelligence test, intelligence quotient, Weschler intelligence scales.
SS.912.P.13.5:	Identify current methods of assessing human abilities. <b>Clarifications:</b> Examples may include, but are not limited to, individual tests, group tests, achievement tests, and aptitude tests.
SS.912.P.13.6:	Identify measures of and data on reliability and validity for intelligence test scores. <b>Clarifications:</b> Examples may include, but are not limited to, test and retest reliability, alternate form reliability, split-half reliability, content validity, predictive validity, face validity, construct validity, and concurrent validity.
SS.912.P.13.7:	Discuss issues related to the consequences of intelligence testing.
SS.912.P.13.8:	Discuss the influences of biological, cultural, and environmental factors on intelligence.
SS.912.P.14.1:	Explain biologically based theories of motivation. <b>Clarifications:</b> Topics may include, but are not limited to, arousal theories, Yerkes-Dodson Law, and homeostasis.
SS.912.P.14.2:	Explain cognitively based theories of motivation. <b>Clarifications:</b> Topics may include, but are not limited to, extrinsic motivation and intrinsic motivation.
SS.912.P.14.3:	Explain humanistic theories of motivation. <b>Clarifications:</b> Topics may include, but are not limited to, Maslow's Hierarchy of Needs, achievement motivation, hunger, and eating disorders.
SS.912.P.14.4:	Explain the role of culture in human motivation.
SS.912.P.14.5:	Discuss eating behavior.
SS.912.P.14.6:	Discuss sexual behavior and orientation.
SS.912.P.14.7:	Discuss achievement motivation.
SS.912.P.14.8:	Discuss other ways in which humans and non-human animals are motivated.
SS.912.P.15.1:	Explain the biological and cognitive components of emotion. <b>Clarifications:</b> Examples may include, but are not limited to, physiological activation, expressive behaviors, and conscious experience.
SS.912.P.15.2:	Discuss psychological research on basic human emotions. Differentiate among theories of emotional experience.
SS.912.P.15.3:	<b>Clarifications:</b> James-Lange Theory, Cannon-Bard Theory, Schacter's Two-Factor Theory, Robert Zajonc, and Richard Lazarus.
SS.912.P.15.4:	Explain how biological factors influence emotional interpretation and expression.
SS.912.P.15.5:	Explain how culture and gender influence emotional interpretation and expression. <b>Clarifications:</b> Examples may include, but are not limited to, display rules.
SS.912.P.15.6:	Explain how other environmental factors influence emotional interpretation and expression.
SS.912.P.15.7:	Identify biological and environmental influences on the expression experience of negative emotions, such as fear. <b>Clarifications:</b> Topics may include, but are not limited to, autonomic nervous system.
SS.912.P.15.8:	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
SS.912.P.20.1:	Identify careers in psychological science and practice. <b>Clarifications:</b> Examples may include, but are not limited to, biological psychologist, social psychologist, developmental psychologist, and cognitive psychologist.
SS.912.P.20.2:	Identify resources to help select psychology programs for further study. <b>Clarifications:</b> Examples may include, but are not limited to the Occupational Outlook Handbook.
SS.912.P.20.3:	Identify degree requirements for psychologists and psychology-related careers. <b>Clarifications:</b> Examples may include, but are not limited to, bachelor's degree, graduate degree, Ph.D., and Psy.D.
SS.912.P.20.4:	Identify careers related to psychology.
SS.912.P.20.5:	Discuss ways in which psychological science addresses domestic and global issues.
SS.912.P.20.6:	Identify careers in psychological science that have evolved as a result of domestic and global issues.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>

## General Course Information and Notes

### GENERAL NOTES

**Psychology 2** - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive

development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2107310

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Psychology >

**Abbreviated Title:** PSYCH 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Psychology (Grades 6-12)

Guidance & Counseling (Preschool-Secondary PK-12)

School Psychologist (Preschool-Secondary PK-12)

Social Science (Grades 6-12)

# Sociology (#2108300) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.S.1.1:	Discuss the development of the field of sociology as a social science.
SS.912.S.1.2:	Identify early leading theorists within social science. <b>Clarifications:</b> Examples may include, but are not limited to, Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Karl Marx.
SS.912.S.1.3:	Compare sociology with other social science disciplines.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.S.1.5:	Evaluate various types of sociologic research methods.
SS.912.S.1.6:	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
SS.912.S.1.7:	Determine cause-and-effect relationship issues among events as they relate to sociology.
SS.912.S.1.8:	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.1.9:	Develop a working definition of sociology that has personal application.
SS.912.S.2.1:	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
SS.912.S.2.2:	Explain the differences between a culture and a society.
SS.912.S.2.3:	Recognize the influences of genetic inheritance and culture on human behavior.
SS.912.S.2.4:	Give examples of subcultures and describe what makes them unique.
SS.912.S.2.5:	Compare social norms among various subcultures.
SS.912.S.2.6:	Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.7:	Explain how various practices of the culture create differences within group behavior.
SS.912.S.2.8:	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
SS.912.S.2.9:	Prepare original written and oral reports and presentations on specific events, people or historical eras.
SS.912.S.2.10:	Identify both rights and responsibilities the individual has to the group. Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
SS.912.S.2.11:	<b>Clarifications:</b> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.
SS.912.S.2.12:	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community. Describe how social status affects social order.
SS.912.S.3.1:	<b>Clarifications:</b> Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
SS.912.S.3.2:	Explain how roles and role expectations can lead to role conflict. <b>Clarifications:</b> Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.
SS.912.S.3.3:	Examine and analyze various points of view relating to historical and current events.
SS.912.S.4.1:	Describe how individuals are affected by the different social groups to which they belong.
SS.912.S.4.2:	Identify major characteristics of social groups familiar to the students.
SS.912.S.4.3:	Examine the ways that groups function, such as roles, interactions and leadership.
SS.912.S.4.4:	Discuss the social norms of at least two groups to which the student belongs.
SS.912.S.4.5:	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
SS.912.S.4.6:	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
SS.912.S.4.7:	Discuss the concept of deviance and how society discourages deviant behavior using social control.
SS.912.S.4.8:	<b>Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.</b> Discuss how formal organizations influence behavior of their members.
SS.912.S.4.9:	<b>Clarifications:</b> Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.
SS.912.S.4.10:	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture. <b>Clarifications:</b> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.
SS.912.S.4.11:	Discuss how humans interact in a variety of social settings.
SS.912.S.4.12:	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
SS.912.S.4.13:	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community. Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
SS.912.S.5.1:	<b>Clarifications:</b> Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.
SS.912.S.5.2:	Discuss the concept of political power and factors that influence political power. <b>Clarifications:</b>

	Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
SS.912.S.5.3:	Discuss how societies recognize rites of passage. <b>Clarifications:</b> Examples may include, but are not limited to, Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.
SS.912.S.5.4:	Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers," "Americans," "gangs," and "hippies," from a world perspective.
SS.912.S.5.5:	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
SS.912.S.5.6:	Identify the factors that influence change in social norms over time.
SS.912.S.5.7:	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
SS.912.S.5.8:	Analyze the primary and secondary groups common to different age groups in society.
SS.912.S.5.9:	Conduct research and analysis on an issue associated with social structure or social institutions.
SS.912.S.5.10:	Identify both rights and responsibilities the individual has to primary and secondary groups. Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
SS.912.S.5.11:	<b>Clarifications:</b> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.
SS.912.S.5.12:	Explain how roles and role expectations can lead to role conflict.
SS.912.S.6.1:	Describe how and why societies change over time. Examine various social influences that can lead to immediate and long-term changes.
SS.912.S.6.2:	<b>Clarifications:</b> Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
SS.912.S.6.3:	Describe how collective behavior can influence and change society. <b>Clarifications:</b> Examples may include, but are not limited to, a rise in crime leading to community curfews, organized protests leading to governmental change in policy.
SS.912.S.6.4:	Examine how technological innovations and scientific discoveries have influenced major social institutions.
SS.912.S.6.5:	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
SS.912.S.6.6:	Describe how the role of the mass media has changed over time and project what changes might occur in the future. Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
SS.912.S.6.7:	<b>Clarifications:</b> Examples may include, but are not limited to, the March on Washington (1963) vs. 1960s race riots.
SS.912.S.6.8:	Investigate the consequences in society as result of changes. Trace the development of the use of a specific type of technology in the community.
SS.912.S.6.9:	<b>Clarifications:</b> Examples may include, but are not limited to, access to computers at school and home, and cellular phones.
SS.912.S.6.10:	Propose a plan to improve a social structure, and design the means needed to implement the change.
SS.912.S.6.11:	Cite examples of the use of technology in social research.
SS.912.S.6.12:	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
SS.912.S.7.1:	<b>Identify characteristics of a "social" problem, as opposed to an "individual" problem.</b> Describe how social problems have changed over time.
SS.912.S.7.2:	<b>Clarifications:</b> Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
SS.912.S.7.3:	Explain how patterns of behavior are found with certain social problems. <b>Clarifications:</b> Examples may include, but are not limited to, juvenile offenses, such as gang membership, crime, sexual behavior, and teen pregnancy, are found in the histories of adult criminals.
SS.912.S.7.4:	Discuss the implications of social problems for society. <b>Clarifications:</b> Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.
SS.912.S.7.5:	Examine how individual and group responses are often associated with social problems. <b>Clarifications:</b> Examples may include, but are not limited to, "But everyone else is doing it" and "If I ignore it, it will go away."
SS.912.S.7.6:	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
SS.912.S.7.7:	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
SS.912.S.7.8:	Design and carry out school- and community-based projects to address a local aspect of a social problem.
SS.912.S.8.1:	Describe traditions, roles, and expectations necessary for a community to continue.
SS.912.S.8.2:	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior. Discuss theories that attempt to explain collective behavior.
SS.912.S.8.3:	<b>Clarifications:</b> Examples may include, but are not limited to, contagion theory and convergence theory.
SS.912.S.8.4:	Define a social issue to be analyzed.
SS.912.S.8.5:	Examine factors that could lead to the breakdown and disruption of an existing community. Discuss the impact of leaders of different social movements.

SS.912.S.8.6:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.</p>
	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
SS.912.S.8.7:	<p><b>Clarifications:</b> Examples may include, but are not limited to, news media and advertisements.</p>
SS.912.S.8.8:	Discuss both the benefits and social costs of collective behavior in society.
SS.912.S.8.9:	Identify a community social problem and discuss appropriate actions to address the problem.
	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
SS.912.S.8.10:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Orson Welles "The War of the Worlds" radio broadcast, and rumors in the mass media, on the internet, or in the community.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.4.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Sociology** - Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

<b>Course Number:</b> 2108300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> Sociology >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> SOCIOLOGY
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Sociology (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)



## Course Standards

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Clarifications:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.

	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.3.2:	<b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.2:	<b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.4.4:	<b>Clarifications:</b> Examples are Buddhism, Christianity, Judaism.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	Identify the characteristics of civilization.
SS.6.W.2.3:	<b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.4:	<b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
	Summarize important achievements of Egyptian civilization.
SS.6.W.2.5:	<b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.6:	<b>Clarifications:</b> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.7:	<b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.8:	<b>Clarifications:</b> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.
	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.9:	<b>Clarifications:</b> Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.
	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.10:	<b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. <b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. <b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. <b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome. <b>Clarifications:</b> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire. <b>Clarifications:</b> Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. <b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. <b>Clarifications:</b> Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. <b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. <b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. <b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. <b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. <b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
SS.6.W.4.8:	Describe the contributions of classical and post classical China. <b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
SS.6.W.4.9:	Identify key figures from classical and post classical China. <b>Clarifications:</b> Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

HE.6.C.2.4:	<b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
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## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Number:** 2109010

**Course Path:** **Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Social Studies > **SubSubject:**  
 World and Eastern Hemispheric Histories >

**Abbreviated Title:** M/J WORLD HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

Beyond

## Course Standards

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Clarifications:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.

SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.1:	<b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.
	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.3.2:	<b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.2:	<b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.4.4:	<b>Clarifications:</b> Examples are Buddhism, Christianity, Judaism.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	Identify the characteristics of civilization.
SS.6.W.2.3:	<b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.4:	<b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
	Summarize important achievements of Egyptian civilization.
SS.6.W.2.5:	<b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.6:	<b>Clarifications:</b> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.7:	<b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.8:	<b>Clarifications:</b> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.
	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.9:	<b>Clarifications:</b> Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.
	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.10:	<b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.

SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. <b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. <b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. <b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome. <b>Clarifications:</b> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire. <b>Clarifications:</b> Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. <b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. <b>Clarifications:</b> Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. <b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. <b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. <b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. <b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. <b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
SS.6.W.4.8:	Describe the contributions of classical and post classical China. <b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
SS.6.W.4.9:	Identify key figures from classical and post classical China. <b>Clarifications:</b> Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p>

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Investigate school and public health policies that influence health promotion and disease prevention.
HE.6.C.2.4:	<b>Clarifications:</b> Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml).

#### Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

**Additional Instructional Resources:** A.V.E. for Success Collaboration ([fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139))

## GENERAL INFORMATION

**Course Number:** 2109015

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
World and Eastern Hemispheric Histories >  
**Abbreviated Title:** M/J WORLD HIST & CP  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)

# M/J World History, Advanced (#2109020) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Clarifications:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world. <b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.

	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.3.2:	<b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.2:	<b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	Map and analyze the impact of the spread of various belief systems in the ancient world.
SS.6.G.4.4:	<b>Clarifications:</b> Examples are Buddhism, Christianity, Judaism.
	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.5.1:	<b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.
SS.6.G.5.2:	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
SS.6.G.5.3:	<b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.2:	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	Interpret primary and secondary sources.
SS.6.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
SS.6.W.1.6:	Describe how history transmits culture and heritage and provides models of human character.
SS.6.W.2.1:	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
SS.6.W.2.2:	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	Identify the characteristics of civilization.
SS.6.W.2.3:	<b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
	Compare the economic, political, social, and religious institutions of ancient river civilizations.
SS.6.W.2.4:	<b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.
	Summarize important achievements of Egyptian civilization.
SS.6.W.2.5:	<b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
	Determine the contributions of key figures from ancient Egypt.
SS.6.W.2.6:	<b>Clarifications:</b> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.
	Summarize the important achievements of Mesopotamian civilization.
SS.6.W.2.7:	<b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
	Determine the impact of key figures from ancient Mesopotamian civilizations.
SS.6.W.2.8:	<b>Clarifications:</b> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.
	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
SS.6.W.2.9:	<b>Clarifications:</b> Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.
	Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
SS.6.W.2.10:	<b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.
SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5:	Summarize the important achievements and contributions of ancient Greek civilization. <b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
SS.6.W.3.6:	Determine the impact of key figures from ancient Greece. <b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
SS.6.W.3.7:	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. <b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
SS.6.W.3.8:	Determine the impact of significant figures associated with ancient Rome. <b>Clarifications:</b> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
SS.6.W.3.12:	Explain the causes for the growth and longevity of the Roman Empire. <b>Clarifications:</b> Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
SS.6.W.3.13:	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
SS.6.W.3.14:	Describe the key achievements and contributions of Roman civilization. <b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
SS.6.W.3.15:	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. <b>Clarifications:</b> Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
SS.6.W.3.17:	Explain the spread and influence of the Latin language on Western Civilization. <b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
SS.6.W.4.2:	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. <b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
SS.6.W.4.4:	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. <b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
SS.6.W.4.5:	Summarize the important achievements and contributions of ancient Indian civilization. <b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
SS.6.W.4.7:	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. <b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
SS.6.W.4.8:	Describe the contributions of classical and post classical China. <b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
SS.6.W.4.9:	Identify key figures from classical and post classical China. <b>Clarifications:</b> Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.
SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 2109020

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

World and Eastern Hemispheric Histories >

**Abbreviated Title:** M/J WORLD HIST ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)



# M/J World History, Advanced and Career Planning (#2109025) 2022 - And Beyond

## Course Standards

Name	Description
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Clarifications:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. Identify natural wonders of the ancient world.
SS.6.G.1.3:	<b>Clarifications:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
SS.6.G.1.4:	Utilize tools geographers use to study the world. <b>Clarifications:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.6:	<b>Clarifications:</b> Examples are major rivers, seas, oceans.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <b>Clarifications:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <b>Clarifications:</b> Examples are city-states, provinces, kingdoms, empires.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <b>Clarifications:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <b>Clarifications:</b> Examples are Egypt, Rome, Greece, China, Kush.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <b>Clarifications:</b> Examples are China limits and Greece invites.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <b>Clarifications:</b> Examples are Phoenicia on Greece and Greece on Rome.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.3.1:	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p><b>Clarifications:</b> Examples are terracing, seasonal crop rotations, resource development.</p>
SS.6.G.3.2:	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p><b>Clarifications:</b> Examples are desertification, deforestation, abuse of resources, erosion.</p>
SS.6.G.4.1:	<p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p>Use maps to trace significant migrations, and analyze their results.</p>
SS.6.G.4.2:	<p><b>Clarifications:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
SS.6.G.4.3:	<p>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</p>
SS.6.G.4.4:	<p>Map and analyze the impact of the spread of various belief systems in the ancient world.</p> <p><b>Clarifications:</b> Examples are Buddhism, Christianity, Judaism.</p>
SS.6.G.5.1:	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p><b>Clarifications:</b> Examples are water in the Middle East, fertile soil, fuel.</p>
SS.6.G.5.2:	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p>
SS.6.G.5.3:	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p><b>Clarifications:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
SS.6.G.6.1:	<p>Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</p>
SS.6.G.6.2:	<p>Compare maps of the world in ancient times with current political maps.</p>
SS.6.W.1.1:	<p>Use timelines to identify chronological order of historical events.</p>
SS.6.W.1.2:	<p>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p>
SS.6.W.1.3:	<p>Interpret primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources.</p>
SS.6.W.1.4:	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p><b>Clarifications:</b> Examples are archaeology, geography, political science, economics.</p>
SS.6.W.1.5:	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p>
SS.6.W.1.6:	<p>Describe how history transmits culture and heritage and provides models of human character.</p>
SS.6.W.2.1:	<p>Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p>
SS.6.W.2.2:	<p>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p>
SS.6.W.2.3:	<p>Identify the characteristics of civilization.</p> <p><b>Clarifications:</b> Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
SS.6.W.2.4:	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p><b>Clarifications:</b> Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
SS.6.W.2.5:	<p>Summarize important achievements of Egyptian civilization.</p> <p><b>Clarifications:</b> Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
SS.6.W.2.6:	<p>Determine the contributions of key figures from ancient Egypt.</p> <p><b>Clarifications:</b> Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</p>
SS.6.W.2.7:	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p><b>Clarifications:</b> Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
SS.6.W.2.8:	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p><b>Clarifications:</b> Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>
SS.6.W.2.9:	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p><b>Clarifications:</b> Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p>
SS.6.W.2.10:	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p> <p><b>Clarifications:</b> Examples are Olmec, Zapotec, Chavin.</p>

SS.6.W.3.1:	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
SS.6.W.3.2:	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.3:	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
SS.6.W.3.4:	Explain the causes and effects of the Persian and Peloponnesian Wars.
	Summarize the important achievements and contributions of ancient Greek civilization.
SS.6.W.3.5:	<b>Clarifications:</b> Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.
	Determine the impact of key figures from ancient Greece.
SS.6.W.3.6:	<b>Clarifications:</b> Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.
	Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
SS.6.W.3.7:	<b>Clarifications:</b> Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.
	Determine the impact of significant figures associated with ancient Rome.
SS.6.W.3.8:	<b>Clarifications:</b> Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.
SS.6.W.3.9:	Explain the impact of the Punic Wars on the development of the Roman Empire.
SS.6.W.3.10:	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.W.3.11:	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
	Explain the causes for the growth and longevity of the Roman Empire.
SS.6.W.3.12:	<b>Clarifications:</b> Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.
	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
SS.6.W.3.13:	<b>Clarifications:</b> Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.
	Describe the key achievements and contributions of Roman civilization.
SS.6.W.3.14:	<b>Clarifications:</b> Examples are art and architecture, engineering, law, literature, technology.
	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
SS.6.W.3.15:	<b>Clarifications:</b> Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.
SS.6.W.3.16:	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
	Explain the spread and influence of the Latin language on Western Civilization.
SS.6.W.3.17:	<b>Clarifications:</b> Examples are education, law, medicine, religion, science.
SS.6.W.3.18:	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
SS.6.W.4.1:	Discuss the significance of Aryan and other tribal migrations on Indian civilization.
	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
SS.6.W.4.2:	<b>Clarifications:</b> Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.
SS.6.W.4.3:	Recognize the political and cultural achievements of the Mauryan and Gupta empires.
	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
SS.6.W.4.4:	<b>Clarifications:</b> Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
	Summarize the important achievements and contributions of ancient Indian civilization.
SS.6.W.4.5:	<b>Clarifications:</b> Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
SS.6.W.4.6:	Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
SS.6.W.4.7:	<b>Clarifications:</b> Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
	Describe the contributions of classical and post classical China.
SS.6.W.4.8:	<b>Clarifications:</b> Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.
	Identify key figures from classical and post classical China.
SS.6.W.4.9:	<b>Clarifications:</b> Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

SS.6.W.4.10:	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
SS.6.W.4.11:	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
SS.6.W.4.12:	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p>

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

HE.6.C.2.4:

**Clarifications:**

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

## General Course Information and Notes

### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning –** Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [fldoe.org/academics/college-career-planning/educators-toolkit/index.html](http://fldoe.org/academics/college-career-planning/educators-toolkit/index.html).

#### Career and Education Planning Course Standards – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

**Additional Instructional Resources:** A.V.E. for Success Collaboration ([fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139))

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Social Studies > **SubSubject:**

**Course Number:** 2109025

World and Eastern Hemispheric Histories >

**Abbreviated Title:** M/J WRLD HIST ADV CP

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 3

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# World History (#2109310) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b>            Examples of physical characteristics are climate, terrain, resources.            Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b>            Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	<p><b>Clarifications:</b>            Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b>            Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b>            Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b>            Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b>            Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<p><b>Clarifications:</b>            Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p>
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	<p><b>Clarifications:</b>            Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.

SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy. <b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. <b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. <b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history. <b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. <b>Clarifications:</b> Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. <b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires. <b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana. <b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali. <b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai. <b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. <b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.17:	<b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	<b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.3:	<b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.4:	<b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	<b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	<b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
SS.912.W.5.2:	<b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.2:	<b>Clarifications:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	Analyze the causes and effects of imperialism.
SS.912.W.6.6:	<b>Clarifications:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
	Identify major events in China during the 19th and early 20th centuries related to imperialism.

SS.912.W.6.7:	<b>Clarifications:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. Describe the changing nature of warfare during World War I.
SS.912.W.7.2:	<b>Clarifications:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
SS.912.W.7.3:	Summarize significant effects of World War I. <b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.9:	<b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. Describe the effects of World War II.
SS.912.W.7.11:	<b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. Describe characteristics of the early Cold War.
SS.912.W.8.2:	<b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. <b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.5:	<b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. <b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### VERSION DESCRIPTION

**World History 9-12 Course** - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

#### Additional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Number:** 2109310

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Number of Credits:** One (1) credit

**Abbreviated Title:** WORLD HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12,30,31

**Graduation Requirement:** World History

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

### Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018



# World History for Credit Recovery (#2109315) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b>                      Examples of physical characteristics are climate, terrain, resources.                      Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b>                      Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	<p><b>Clarifications:</b>                      Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b>                      Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b>                      Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b>                      Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b>                      Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<p><b>Clarifications:</b>                      Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p>
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	<p><b>Clarifications:</b>                      Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.

SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy. <b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. <b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. <b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history. <b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. <b>Clarifications:</b> Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. <b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires. <b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana. <b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali. <b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai. <b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. <b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.17:	<b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	<b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.3:	<b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.4:	<b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	<b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	<b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
SS.912.W.5.2:	<b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.2:	<b>Clarifications:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	Analyze the causes and effects of imperialism.
SS.912.W.6.6:	<b>Clarifications:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
	Identify major events in China during the 19th and early 20th centuries related to imperialism.

SS.912.W.6.7:	<b>Clarifications:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. Describe the changing nature of warfare during World War I.
SS.912.W.7.2:	<b>Clarifications:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
SS.912.W.7.3:	Summarize significant effects of World War I. <b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.9:	<b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. Describe the effects of World War II.
SS.912.W.7.11:	<b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. Describe characteristics of the early Cold War.
SS.912.W.8.2:	<b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. <b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.5:	<b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. <b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Special Note:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2109315

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** WORLD HIST CR

**Course Length:** Credit Recovery (R)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Credit Recovery

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# World History Honors (#2109320) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b>            Examples of physical characteristics are climate, terrain, resources.            Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b>            Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	<p><b>Clarifications:</b>            Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b>            Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b>            Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b>            Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b>            Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<p><b>Clarifications:</b>            Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p>
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	<p><b>Clarifications:</b>            Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.

SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy. <b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. <b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. <b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. <b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history. <b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. <b>Clarifications:</b> Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. <b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires. <b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana. <b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali. <b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai. <b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. <b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.17:	<b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	<b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.3:	<b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.4:	<b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	<b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	<b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
SS.912.W.5.2:	<b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.2:	<b>Clarifications:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	Analyze the causes and effects of imperialism.
SS.912.W.6.6:	<b>Clarifications:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
	Identify major events in China during the 19th and early 20th centuries related to imperialism.

SS.912.W.6.7:	<b>Clarifications:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. Describe the changing nature of warfare during World War I.
SS.912.W.7.2:	<b>Clarifications:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
SS.912.W.7.3:	Summarize significant effects of World War I. <b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.9:	<b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. Describe the effects of World War II.
SS.912.W.7.11:	<b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. Describe characteristics of the early Cold War.
SS.912.W.8.2:	<b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. <b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.5:	<b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. <b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

## General Course Information and Notes

### GENERAL NOTES

**World History 9-12 Course** - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

<b>Course Number:</b> 2109320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> WORLD HIST HON
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"> <li>• Honors</li> <li>• Class Size Core Required</li> </ul>
<b>Graduation Requirement:</b> World History	<b>Course Level:</b> 3

### Educator Certifications

History (Grades 6-12)  
 Social Science (Grades 5-9)  
 Social Science (Grades 6-12)

## Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography  
Equivalency start year: 2018

# African History (#2109330) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.E.3.1:	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Clarifications:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
SS.912.E.3.3:	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Clarifications:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
SS.912.E.3.4:	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Clarifications:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Clarifications:</b> Examples are thematic, contour, and dot-density.</p>
SS.912.G.2.1:	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.

	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.6:	<b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.7:	<b>Clarifications:</b> Examples are Crusades, Reconquista.
	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.9:	<b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.10:	<b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.11:	<b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.12:	<b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.14:	<b>Clarifications:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.1:	<b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia,

SS.912.W.9.3:	<p>the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**African History** – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 2109330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> AFRICAN HIST
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

History (Grades 6-12)  
Social Science (Grades 6-12)

# Contemporary History (#2109350) 2022 - And Beyond

## Course Standards

Name	Description
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SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	<p>Evaluate the importance of political participation and civic participation.</p>
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p> <p>Monitor current public issues in Florida.</p>
SS.912.C.2.10:	<p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.12:	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p>
SS.912.C.2.13:	<p><b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.4.1:	<p>Explain how the world's nations are governed differently.</p>

SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.5:	<b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1:	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
SS.912.W.9.3:	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Contemporary History** – The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2109350

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** CONTEMP HIST

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

### Educator Certifications

History (Grades 6-12)



# Jewish History (#2109410) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.

SS.912.W.1.6:	<p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.5:	<p><b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
SS.912.W.7.6:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.7:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.6:	<p><b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.</p>
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.4:	<p><b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	<p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K.12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	Evaluate how environment and personal health are interrelated. <b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

## General Course Information and Notes

### GENERAL NOTES

**Jewish History** – The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 2109410

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** World and Eastern Hemispheric Histories  
>

**Number of Credits:** One (1) credit

**Abbreviated Title:** JEWISH HIST

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Holocaust (#2109430) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <b>Clarifications:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4:	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <b>Clarifications:</b> Examples are thematic, contour, and dot-density.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
	Summarize significant effects of World War I.

SS.912.W.7.3:	<p><b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p>
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	Identify the wartime strategy and post-war plans of the Allied leaders.
SS.912.W.7.9:	<p><b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.</p>
	Describe the effects of World War II.
SS.912.W.7.11:	<p><b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.</p>
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.3:	<p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.4:	<p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

	See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p><b>Clarifications:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>

## General Course Information and Notes

### GENERAL NOTES

**Holocaust** – The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

Course Number: 2109430

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** World and Eastern Hemispheric Histories

>

**Abbreviated Title:** HOLOCAUST

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

# Florida's Preinternational Baccalaureate World History (#2109810) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<p><b>Clarifications:</b>            Examples of physical characteristics are climate, terrain, resources.            Examples of human characteristics are religion, government, economy, demography.</p>
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<p><b>Clarifications:</b>            Examples are desertification, global warming, cataclysmic natural disasters.</p>
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	<p><b>Clarifications:</b>            Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<p><b>Clarifications:</b>            Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<p><b>Clarifications:</b>            Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<p><b>Clarifications:</b>            Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<p><b>Clarifications:</b>            Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	<p><b>Clarifications:</b>            Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p>
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	<p><b>Clarifications:</b>            Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.

SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.11:	<b>Clarifications:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.15:	<b>Clarifications:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.17:	<b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.18:	<b>Clarifications:</b> Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.20:	<b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5:	<b>Clarifications:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.6:	<b>Clarifications:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.7:	<b>Clarifications:</b> Examples are Crusades, Reconquista.
	Identify important figures associated with the Crusades.
SS.912.W.3.8:	<b>Clarifications:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.9:	<b>Clarifications:</b> Examples are Ghana, Mali, Songhai.
	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.10:	<b>Clarifications:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.11:	<b>Clarifications:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.12:	<b>Clarifications:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.14:	<b>Clarifications:</b>

	Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations. Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.16:	<b>Clarifications:</b> Examples are Maya, Aztec, Inca.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies. <b>Clarifications:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. <b>Clarifications:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. <b>Clarifications:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art. <b>Clarifications:</b> Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. <b>Clarifications:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
SS.912.W.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. <b>Clarifications:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution. <b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
SS.912.W.5.2:	Identify major causes of the Enlightenment. <b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution. <b>Clarifications:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism. <b>Clarifications:</b>

	Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism. <b>Clarifications:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I. <b>Clarifications:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
SS.912.W.7.3:	Summarize significant effects of World War I. <b>Clarifications:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders. <b>Clarifications:</b> Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. Describe the effects of World War II.
SS.912.W.7.11:	<b>Clarifications:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. Describe characteristics of the early Cold War.
SS.912.W.8.2:	<b>Clarifications:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. <b>Clarifications:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. <b>Clarifications:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. <b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. <b>Clarifications:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. <b>Clarifications:</b>

	Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• <b>Develop students' ability to analyze and problem solve.</b></li> <li>• <b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• <b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p>

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### VERSION DESCRIPTION

#### Course Description:

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](https://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](https://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 2109810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> World and Eastern Hemispheric Histories >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE IB WORLD HIST <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Core Academic Course	<b>Course Attributes:</b>
<b>Course Status:</b> Draft - Course Pending Approval	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3
<b>Graduation Requirement:</b> World History	

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

## Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018

# Anthropology Honors (#2120710) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.7.11:	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Clarifications:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.12:	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.14:	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.15:	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.16:	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.A.7.17:	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.2:	<p>Evaluate the importance of political participation and civic participation.</p>
SS.912.C.2.3:	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Clarifications:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
SS.912.C.2.4:	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.12:	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.4.1:	<p>Explain how the world's nations are governed differently.</p>

SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.5:	<b>Clarifications:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4:	<b>Clarifications:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	<b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	<b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4:	<b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	<b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	<b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	<b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.1:	<b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	<b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.8.10:	<b>Clarifications:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1:	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
SS.912.W.9.3:	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Clarifications:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
SS.912.W.9.4:	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Clarifications:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.4:	<b>Clarifications:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

## General Course Information and Notes

### GENERAL NOTES

**Anthropology Honors** - The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2120710

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Anthropology >

**Abbreviated Title:** ANTHRO HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Social Science (Grades 6-12)

# Philosophy Honors (#2120910) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <b>Clarifications:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions. <b>Clarifications:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <b>Clarifications:</b> Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.S.1.4:	Examine changing points of view of social issues, such as poverty, crime and discrimination.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures. <b>Clarifications:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past. <b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	<b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. <b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. <b>Clarifications:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.5.2:	Identify major causes of the Enlightenment. <b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Clarifications:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.7:	Analyze how culture supports and challenges health beliefs, practices, and behaviors. <b>Clarifications:</b> Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

## General Course Information and Notes

### GENERAL NOTES

**Philosophy Honors** - The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

## GENERAL INFORMATION

**Course Number:** 2120910

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Social Studies >

**SubSubject:** Philosophy and Religion >

**Abbreviated Title:** PHILOS HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)

Humanities (Elementary and Secondary Grades K-12)

# Philosophy Honors 2 (#2120915) 2022 - And Beyond

## Course Standards

Name	Description
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.7:	<p>Explain why rights have limits and are not absolute.</p> <p><b>Clarifications:</b> Examples are speech, search and seizure, religion, gun possession.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.2.13:	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Clarifications:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Clarifications:</b> Examples are artifacts, images, auditory and written sources.</p>
SS.912.W.1.4:	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Clarifications:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Clarifications:</b> Examples are ethnic, cultural, personal, national, religious.</p>
SS.912.W.2.5:	<p>Explain the contributions of the Byzantine Empire.</p> <p><b>Clarifications:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.17:	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p><b>Clarifications:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
SS.912.W.2.20:	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Clarifications:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.18:	<p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p> <p><b>Clarifications:</b></p>

	Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	<p><b>Clarifications:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p>
	Identify major causes of the Enlightenment.
SS.912.W.5.2:	<p><b>Clarifications:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.8:	<p><b>Clarifications:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.1:	<p><b>Clarifications:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
	Mathematicians who participate in effortful learning both individually and with others:
	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways.
	Mathematicians who demonstrate understanding by representing problems in multiple ways:
	<ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency.
	Mathematicians who complete tasks with mathematical fluency:
	<ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
	<ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p>

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.  Analyze how culture supports and challenges health beliefs, practices, and behaviors.
HE.912.C.2.7:	<b>Clarifications:</b> Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

## General Course Information and Notes

### GENERAL NOTES

**Philosophy Honors 2** - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 2120915

**Number of Credits:** One (1) credit

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Social Studies >  
**SubSubject:** Philosophy and Religion >  
**Abbreviated Title:** PHILOS HON 2  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Social Science (Grades 6-12)

# Social Studies Grade K (#5021020) 2022 - And Beyond

## Course Standards

Name	Description
SS.K.A.1.1:	Develop an understanding of how to use and create a timeline. <b>Clarifications:</b> May include, but are not limited to: Put in order three things that happened during the school day.
SS.K.A.1.2:	Develop an awareness of a primary source. <b>Clarifications:</b> Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.
SS.K.A.2.1:	Compare children and families of today with those in the past. <b>Clarifications:</b> Examples may include, but are not limited to, family life now versus family life when grandparents were young.
SS.K.A.2.2:	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. <b>Clarifications:</b> Examples may include, but are not limited to, federal holidays and ethnic celebrations..
SS.K.A.2.3:	Compare our nation's holidays with holidays of other cultures. <b>Clarifications:</b> Examples may include, but are not limited to, National holidays are different in other countries.
SS.K.A.2.4:	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.K.A.2.5:	Recognize the importance of U.S. symbols. <b>Clarifications:</b> Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.
SS.K.A.3.1:	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. <b>Clarifications:</b> Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.
SS.K.A.3.2:	Explain that calendars represent days of the week and months of the year.
SS.K.C.1.1:	Define and give examples of rules and laws, and why they are important. <b>Clarifications:</b> Examples are standing in line at school and wearing a bike helmet.
SS.K.C.1.2:	Explain the purpose and necessity of rules and laws at home, school, and community. <b>Clarifications:</b> Examples are attending school and wearing a seat belt.
SS.K.C.2.1:	Demonstrate the characteristics of being a good citizen. <b>Clarifications:</b> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
SS.K.C.2.2:	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3:	Describe fair ways for groups to make decisions. <b>Clarifications:</b> Examples are voting, taking turns, and coming to an agreement.
SS.K.E.1.1:	Describe different kinds of jobs that people do and the tools or equipment used. <b>Clarifications:</b> Examples are community helpers, firefighter and fire truck).
SS.K.E.1.2:	Recognize that United States currency comes in different forms. <b>Clarifications:</b> Examples are coins and bills.
SS.K.E.1.3:	Recognize that people work to earn money to buy things they need or want.
SS.K.E.1.4:	Identify the difference between basic needs and wants. <b>Clarifications:</b> Examples of needs are clothing and shelter and examples of wants are video games and toys.
SS.K.G.1.1:	Describe the relative location of people, places, and things by using positional words. <b>Clarifications:</b>

	Examples are near/far; above/below, left/right and behind/front.
SS.K.G.1.2:	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
SS.K.G.1.3:	Identify cardinal directions (north, south, east, west).
	Differentiate land and water features on simple maps and globes.
SS.K.G.1.4:	<b>Clarifications:</b> Examples are blue is water and green/brown is land.
	Locate and describe places in the school and community.
SS.K.G.2.1:	<b>Clarifications:</b> Examples are the cafeteria, library, office, restrooms, and classroom.
SS.K.G.2.2:	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
	Identify basic landforms.
SS.K.G.3.1:	<b>Clarifications:</b> Examples are hills, forests, wetlands, and coasts.
	Identify basic bodies of water.
SS.K.G.3.2:	<b>Clarifications:</b> Examples are rivers, lakes, oceans, and gulfs.
SS.K.G.3.3:	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K.12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.K.C.2.4:	Explain the importance of rules to maintain health. <b>Clarifications:</b> Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

## General Course Information and Notes

### GENERAL NOTES

**Living, Learning and Working Together:** Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 5021020

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
General >

**Abbreviated Title:** SOC STUDIES K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K

## Educator Certifications

Social Studies (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Elementary Grades 1-6)

Early Childhood Education (Early Childhood)

Elementary Education (Grades K-6)

# Social Studies Grade 1 (#5021030) 2022 - And Beyond

## Course Standards

Name	Description
SS.1.A.1.1:	Develop an understanding of a primary source. <b>Clarifications:</b> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
SS.1.A.1.2:	Understand how to use the media center/other sources to find answers to questions about a historical topic. <b>Clarifications:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.
SS.1.A.2.1:	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2:	Compare life now with life in the past. <b>Clarifications:</b> Examples may include, but are not limited to, comparing school, families, work, and community life.
SS.1.A.2.3:	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. <b>Clarifications:</b> Examples may include, but are not limited to, federal holidays and ethnic celebrations.
SS.1.A.2.4:	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.A.2.5:	Distinguish between historical fact and fiction using various materials. <b>Clarifications:</b> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.
SS.1.A.3.1:	Use terms related to time to sequentially order events that have occurred in school, home, or community. <b>Clarifications:</b> Examples may include, but are not limited to, days, weeks, months, and years.
SS.1.A.3.2:	Create a timeline based on the student's life or school events, using primary sources. <b>Clarifications:</b> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.
SS.1.C.1.1:	Explain the purpose of rules and laws in the school and community. <b>Clarifications:</b> Examples are keeping order and ensuring safety.
SS.1.C.1.2:	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. <b>Clarifications:</b> Examples are principals, teachers, parents, government leaders, and police.
SS.1.C.1.3:	Give examples of the use of power without authority in the school and community. <b>Clarifications:</b> Examples are bullying, stealing, and peer pressure.
SS.1.C.2.1:	Explain the rights and responsibilities students have in the school community. <b>Clarifications:</b> Examples are not littering, coming to school on time, and having a safe learning environment.
SS.1.C.2.2:	Describe the characteristics of responsible citizenship in the school community. <b>Clarifications:</b> Examples are follow rules, care about the environment, and respect others.
SS.1.C.2.3:	Identify ways students can participate in the betterment of their school and community. <b>Clarifications:</b> Examples are responsible decision making, classroom jobs, and school service projects.
SS.1.C.2.4:	Show respect and kindness to people and animals.
SS.1.C.3.1:	Explain how decisions can be made or how conflicts might be resolved in fair and just ways. <b>Clarifications:</b> Examples are talking about problems, role playing, listening, and sharing.
SS.1.C.3.2:	Recognize symbols and individuals that represent American constitutional democracy. <b>Clarifications:</b> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.
	Recognize that money is a method of exchanging goods and services.

SS.1.E.1.1:	<b>Clarifications:</b> An example is coins/bills versus bartering or trading.
	Define opportunity costs as giving up one thing for another.
SS.1.E.1.2:	<b>Clarifications:</b> Examples are giving up television to do homework and buying candy versus saving for later purchase.
	Distinguish between examples of goods and services.
SS.1.E.1.3:	<b>Clarifications:</b> Examples are goods: hamburger; services: sweeping the floor.
SS.1.E.1.4:	Distinguish people as buyers, sellers, and producers of goods and services.
SS.1.E.1.5:	Recognize the importance of saving money for future purchases.
	Identify that people need to make choices because of scarce resources.
SS.1.E.1.6:	<b>Clarifications:</b> Examples are not enough time to do all activities or not enough red crayons.
	Use physical and political/cultural maps to locate places in Florida.
SS.1.G.1.1:	<b>Clarifications:</b> Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.
SS.1.G.1.2:	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
	Construct a basic map using key elements including cardinal directions and map symbols.
SS.1.G.1.3:	<b>Clarifications:</b> Examples are map of bedroom, classroom, or route to school
	Identify a variety of physical features using a map and globe.
SS.1.G.1.4:	<b>Clarifications:</b> Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.
SS.1.G.1.5:	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
	Describe how location, weather, and physical environment affect the way people live in our community.
SS.1.G.1.6:	<b>Clarifications:</b> Examples are effects on their food, clothing, shelter, transportation, and recreation
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.1.C.2.4:	Recognize health consequences for not following rules. <b>Clarifications:</b> Injuries, arguments, hurt feelings, and pollution.

## General Course Information and Notes

### GENERAL NOTES

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 5021030

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Social Studies > **SubSubject:**

General >

**Abbreviated Title:** SOC STUDIES 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 1

## Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Social Studies (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

# Social Studies Grade 2 (#5021040) 2022 - And Beyond

## Course Standards

Name	Description
SS.2.A.1.1:	Examine primary and secondary sources. <b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2:	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
SS.2.A.2.1:	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2:	Compare the cultures of Native American tribes from various geographic regions of the United States. <b>Clarifications:</b> Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.
SS.2.A.2.3:	Describe the impact of immigrants on the Native Americans. <b>Clarifications:</b> Examples are location, clothing, housing, food, major beliefs and practices, art, and music.
SS.2.A.2.4:	Explore ways the daily life of people living in Colonial America changed over time. <b>Clarifications:</b> Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.
SS.2.A.2.5:	Identify reasons people came to the United States throughout history. <b>Clarifications:</b> Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.
SS.2.A.2.6:	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.A.2.7:	Discuss why immigration continues today. <b>Clarifications:</b> Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.
SS.2.A.2.8:	Explain the cultural influences and contributions of immigrants today. <b>Clarifications:</b> Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.
SS.2.A.3.1:	Identify terms and designations of time sequence. <b>Clarifications:</b> Examples may include, but are not limited to, years, decades, centuries.
SS.2.C.1.1:	Explain why people form governments. <b>Clarifications:</b> Examples are create laws, provide services and structure, safety.
SS.2.C.1.2:	Explain the consequences of an absence of rules and laws. <b>Clarifications:</b> Examples are lack of order and people get hurt.
SS.2.C.2.1:	Identify what it means to be a United States citizen either by birth or by naturalization.
SS.2.C.2.2:	Define and apply the characteristics of responsible citizenship. <b>Clarifications:</b> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
SS.2.C.2.3:	Explain why United States citizens have guaranteed rights and identify rights. <b>Clarifications:</b> Examples are right to vote, freedom of speech, and freedom of religion.
SS.2.C.2.4:	Identify ways citizens can make a positive contribution in their community. <b>Clarifications:</b> Examples are volunteering and recycling.
SS.2.C.2.5:	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
SS.2.C.3.1:	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. Recognize symbols, individuals, events, and documents that represent the United States.
SS.2.C.3.2:	<b>Clarifications:</b> Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.
SS.2.E.1.1:	Recognize that people make choices because of limited resources.
SS.2.E.1.2:	Recognize that people supply goods and services based on consumer demands. <b>Clarifications:</b> Examples are housing and jobs.

	Recognize that the United States trades with other nations to exchange goods and services.
SS.2.E.1.3:	<p><b>Clarifications:</b> Examples are clothing, food, toys, cars.</p>
SS.2.E.1.4:	Explain the personal benefits and costs involved in saving and spending.
	Use different types of maps (political, physical, and thematic) to identify map elements.
SS.2.G.1.1:	<p><b>Clarifications:</b> Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.</p>
SS.2.G.1.2:	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
SS.2.G.1.3:	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
SS.2.G.1.4:	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Explain the ways that rules make the classroom, school, and community safer.
HE.2.C.2.4:	<b>Clarifications:</b> Walking not running, waiting your turn, and following traffic laws.

## General Course Information and Notes

### GENERAL NOTES

**Who We Are As Americans:** Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 5021040	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades PreK to 5 Education Courses > <b>Subject:</b> Social Studies > <b>SubSubject:</b> General >
	<b>Abbreviated Title:</b> SOC STUDIES 2
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 2	

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)

# Social Studies Grade 3 (#5021050) 2022 - And Beyond

## Course Standards

Name	Description
SS.3.A.1.1:	Analyze primary and secondary sources. <b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3:	Define terms related to the social sciences. <b>Clarifications:</b> Examples may include, but are not limited to, history, geography, civics, government, economics.
SS.3.C.1.1:	Explain the purpose and need for government. <b>Clarifications:</b> Examples are safety, organization, services, protection of rights.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.1.3:	Explain how government was established through a written Constitution.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <b>Clarifications:</b> Examples are food drives, book drives, community, clean-up, voting.
SS.3.C.3.1:	Identify the levels of government (local, state, federal).
SS.3.C.3.2:	Describe how government is organized at the local level. <b>Clarifications:</b> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.
SS.3.C.3.3:	Recognize that every state has a state constitution.
SS.3.C.3.4:	Recognize that the Constitution of the United States is the supreme law of the land.
SS.3.E.1.1:	Give examples of how scarcity results in trade. <b>Clarifications:</b> Examples are oil, video games, food.
SS.3.E.1.2:	List the characteristics of money. <b>Clarifications:</b> Examples are portable, divisible, recognizable, durable.
SS.3.E.1.3:	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
SS.3.E.1.4:	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.1.1:	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. <b>Clarifications:</b> Types of photographs may include satellite or aerial.
SS.3.G.1.2:	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
SS.3.G.1.3:	Label the continents and oceans on a world map.
SS.3.G.1.4:	Name and identify the purpose of maps (physical, political, elevation, population).
SS.3.G.1.5:	Compare maps and globes to develop an understanding of the concept of distortion.
SS.3.G.1.6:	Use maps to identify different types of scale to measure distances between two places. <b>Clarifications:</b> Examples are linear, fractional, word.
SS.3.G.2.1:	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
SS.3.G.2.2:	Identify the five regions of the United States. <b>Clarifications:</b> (i.e., Northeast, Southeast, Midwest, Southwest, West)
SS.3.G.2.3:	Label the states in each of the five regions of the United States.
SS.3.G.2.4:	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. <b>Clarifications:</b> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.
SS.3.G.2.5:	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. <b>Clarifications:</b> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)
SS.3.G.2.6:	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
SS.3.G.3.1:	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. <b>Clarifications:</b>

	(e.g., tundra, sandy soil, humidity, maritime climate)
SS.3.G.3.2:	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. <b>Clarifications:</b> (e.g., water, arable land, oil, phosphate, fish)
SS.3.G.4.1:	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. <b>Clarifications:</b> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.
SS.3.G.4.2:	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.3:	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. <b>Clarifications:</b> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.
SS.3.G.4.4:	Identify contributions from various ethnic groups to the United States. <b>Clarifications:</b> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
	Identify classroom and school rules that promote health and disease prevention.
HE.3.C.2.4:	<b>Clarifications:</b> Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

## General Course Information and Notes

### GENERAL NOTES

**Third Grade: The United States Regions and Its Neighbors** - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

### GENERAL INFORMATION

**Course Number:** 5021050

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Social Studies > **SubSubject:**  
General >

**Abbreviated Title:** SOC STUDIES 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 3

### Educator Certifications

Elementary Education (Elementary Grades 1-6)

Social Studies (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

# Social Studies Grade 4 (#5021060) 2022 - And Beyond

## Course Standards

Name	Description
SS.4.A.1.1:	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. <b>Clarifications:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.4.A.1.2:	Synthesize information related to Florida history through print and electronic media. <b>Clarifications:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.
SS.4.A.2.1:	Compare Native American tribes in Florida. <b>Clarifications:</b> Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.
SS.4.A.3.1:	Identify explorers who came to Florida and the motivations for their expeditions. <b>Clarifications:</b> Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.
SS.4.A.3.2:	Describe causes and effects of European colonization on the Native American tribes of Florida. <b>Clarifications:</b> Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.
SS.4.A.3.3:	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. <b>Clarifications:</b> Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.
SS.4.A.3.4:	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5:	Identify the significance of Fort Mose as the first free African community in the United States. <b>Clarifications:</b> Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.
SS.4.A.3.6:	Identify the effects of Spanish rule in Florida. <b>Clarifications:</b> Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.
SS.4.A.3.7:	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8:	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9:	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
SS.4.A.3.10:	Identify the causes and effects of the Seminole Wars. <b>Clarifications:</b> Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.
SS.4.A.4.1:	Explain the effects of technological advances on Florida. <b>Clarifications:</b> Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.
SS.4.A.4.2:	Describe pioneer life in Florida. <b>Clarifications:</b> Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.
SS.4.A.5.1:	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. <b>Clarifications:</b> Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.
SS.4.A.5.2:	Summarize challenges Floridians faced during Reconstruction. <b>Clarifications:</b> Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.
SS.4.A.6.1:	Describe the economic development of Florida's major industries. <b>Clarifications:</b> Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).
SS.4.A.6.2:	Summarize contributions immigrant groups made to Florida. <b>Clarifications:</b>

	Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.
SS.4.A.6.3:	Describe the contributions of significant individuals to Florida. <b>Clarifications:</b> Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.
SS.4.A.6.4:	Describe effects of the Spanish American War on Florida. <b>Clarifications:</b> Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.
SS.4.A.7.1:	Describe the causes and effects of the 1920's Florida land boom and bust. <b>Clarifications:</b> Examples may include, but are not limited to, land speculation.
SS.4.A.7.2:	Summarize challenges Floridians faced during the Great Depression. <b>Clarifications:</b> Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.
SS.4.A.7.3:	Identify Florida's role in World War II. <b>Clarifications:</b> Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.
SS.4.A.8.1:	Identify Florida's role in the Civil Rights Movement. <b>Clarifications:</b> Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.
SS.4.A.8.2:	Describe how and why immigration impacts Florida today.
SS.4.A.8.3:	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.8.4:	Explain how tourism affects Florida's economy and growth.
SS.4.A.9.1:	Utilize timelines to sequence key events in Florida history.
SS.4.C.1.1:	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government. Discuss public issues in Florida that impact the daily lives of its citizens.
SS.4.C.2.1:	<b>Clarifications:</b> (e.g., taxes, school accountability)
SS.4.C.2.2:	Identify ways citizens work together to influence government and help solve community and state problems. <b>Clarifications:</b> Examples are voting, petitioning, conservation, recycling.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism.
SS.4.C.3.1:	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
SS.4.C.3.2:	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner). Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
SS.4.E.1.1:	<b>Clarifications:</b> Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.
SS.4.E.1.2:	Explain Florida's role in the national and international economy and conditions that attract businesses to the state. <b>Clarifications:</b> Examples are tourism, agriculture, phosphate, space industry.
SS.4.G.1.1:	Identify physical features of Florida. <b>Clarifications:</b> Examples are bodies of water, location, landforms.
SS.4.G.1.2:	Locate and label cultural features on a Florida map. <b>Clarifications:</b> Examples are state capitals, major cities, tourist attractions.
SS.4.G.1.3:	Explain how weather impacts Florida. <b>Clarifications:</b> Examples are hurricanes, thunderstorms, drought, mild climate.
SS.4.G.1.4:	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"

	<ul style="list-style-type: none"> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.4.C.2.4:	<p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <p><b>Clarifications:</b> Helmet law, clean indoor-air laws, and speed limits.</p>

## General Course Information and Notes

### GENERAL NOTES

**Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at [nagb.org/publications/frameworks/civicsframework.pdf](http://nagb.org/publications/frameworks/civicsframework.pdf)

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it
- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf](http://nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf)

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**GENERAL INFORMATION**

**Course Number:** 5021060

**Course Path:** **Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Social Studies > **SubSubject:**  
 General >

**Abbreviated Title:** SOC STUDIES 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 4

## Educator Certifications

Elementary Education (Elementary Grades 1-6)

Social Studies (Elementary Grades 1-6)

Elementary Education (Grades K-6)

# Social Studies Grade 5 (#5021070) 2022 - And Beyond

## Course Standards

Name	Description
SS.5.A.1.1:	Use primary and secondary sources to understand history. <b>Clarifications:</b> Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.
SS.5.A.2.1:	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). <b>Clarifications:</b> Examples may include, but are not limited to, those listed in the benchmark.
SS.5.A.2.2:	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). <b>Clarifications:</b> Examples may include, but are not limited to, those listed in the benchmark.
SS.5.A.2.3:	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
SS.5.A.3.1:	Describe technological developments that shaped European exploration. <b>Clarifications:</b> Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.
SS.5.A.3.2:	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. <b>Clarifications:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.
SS.5.A.3.3:	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. <b>Clarifications:</b> Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.
SS.5.A.4.1:	Identify the economic, political and socio-cultural motivation for colonial settlement. <b>Clarifications:</b> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..
SS.5.A.4.2:	Compare characteristics of New England, Middle, and Southern colonies. <b>Clarifications:</b> Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.
SS.5.A.4.3:	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. <b>Clarifications:</b> Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.
SS.5.A.4.4:	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. <b>Clarifications:</b> Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.
SS.5.A.4.5:	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6:	Describe the introduction, impact, and role of slavery in the colonies. <b>Clarifications:</b> Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).
SS.5.A.5.1:	Identify and explain significant events leading up to the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.
SS.5.A.5.2:	Identify significant individuals and groups who played a role in the American Revolution. <b>Clarifications:</b> Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.
	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

SS.5.A.5.3:	<p><b>Clarifications:</b> Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</p>
	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.4:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</p>
	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.5:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</p>
	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.6:	<p><b>Clarifications:</b> Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.</p>
	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.7:	<p><b>Clarifications:</b> Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</p>
	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.8:	<p><b>Clarifications:</b> Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</p>
	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
SS.5.A.5.9:	<p><b>Clarifications:</b> Examples may include, but are not limited to, those listed in the benchmark.</p>
	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
SS.5.A.5.10:	<p><b>Clarifications:</b> Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p>
SS.5.A.6.1:	Describe the causes and effects of the Louisiana Purchase.
	Identify roles and contributions of significant people during the period of westward expansion.
SS.5.A.6.2:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p>
	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
SS.5.A.6.3:	<p><b>Clarifications:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p>
	Explain the importance of the explorations west of the Mississippi River.
SS.5.A.6.4:	<p><b>Clarifications:</b> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p>
	Identify the causes and effects of the War of 1812.
SS.5.A.6.5:	<p><b>Clarifications:</b> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p>
	Explain how westward expansion affected Native Americans.
SS.5.A.6.6:	<p><b>Clarifications:</b> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p>
SS.5.A.6.7:	Discuss the concept of Manifest Destiny.
SS.5.A.6.8:	Describe the causes and effects of the Missouri Compromise.
	Describe the hardships of settlers along the overland trails to the west.
SS.5.A.6.9:	<p><b>Clarifications:</b> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p>
SS.5.C.1.1:	Explain how and why the United States government was created.
SS.5.C.1.2:	Define a constitution, and discuss its purposes.
	Explain the definition and origin of rights.
SS.5.C.1.3:	<p><b>Clarifications:</b> Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.</p>
SS.5.C.1.4:	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
SS.5.C.1.5:	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SS.5.C.1.6:	Compare Federalist and Anti-Federalist views of government.
SS.5.C.2.1:	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
	Compare forms of political participation in the colonial period to today.
SS.5.C.2.2:	<p><b>Clarifications:</b> Examples are who participated and how they participated.</p>

SS.5.C.2.3:	Analyze how the Constitution has expanded voting rights from our nation's early history to today. Evaluate the importance of civic responsibilities in American democracy.
SS.5.C.2.4:	<b>Clarifications:</b> Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
SS.5.C.2.5:	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. <b>Clarifications:</b> Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.
SS.5.C.3.1:	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
SS.5.C.3.2:	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
SS.5.C.3.3:	Give examples of powers granted to the federal government and those reserved for the states. <b>Clarifications:</b> Examples are coining money, declaring war, creating public schools, making traffic laws.
SS.5.C.3.4:	Describe the amendment process as defined in Article V of the Constitution and give examples. <b>Clarifications:</b> Examples are the Bill of Rights and 26th Amendment.
SS.5.C.3.5:	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
SS.5.C.3.6:	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
SS.5.E.1.1:	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. <b>Clarifications:</b> Examples are Triangular Trade and tobacco.
SS.5.E.1.2:	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
SS.5.E.1.3:	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. <b>Clarifications:</b> Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.
SS.5.E.2.1:	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
SS.5.G.1.1:	Interpret current and historical information using a variety of geographic tools. <b>Clarifications:</b> Examples are maps, globes, Geographic Information Systems (GIS).
SS.5.G.1.2:	Use latitude and longitude to locate places.
SS.5.G.1.3:	Identify major United States physical features on a map of North America. <b>Clarifications:</b> Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.
SS.5.G.1.4:	Construct maps, charts, and graphs to display geographic information.
SS.5.G.1.5:	Identify and locate the original thirteen colonies on a map of North America.
SS.5.G.1.6:	Locate and identify states, capitals, and United States Territories on a map.
SS.5.G.2.1:	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. Describe the impact that past natural events have had on human and physical environments in the United States through 1850. <b>Clarifications:</b> An example is the harsh winter in Jamestown.
SS.5.G.4.1:	Use geographic knowledge and skills when discussing current events. <b>Clarifications:</b> Examples are recognizing patterns, mapping, graphing.
SS.5.G.4.2:	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>

MA.K12.MTR.2.1:

- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:	<p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.5.C.2.4:	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p><b>Clarifications:</b> Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>

## General Course Information and Notes

### GENERAL NOTES

**Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources**

Kinsey Collection: [thekinseycollection.com/the-kinsey-collection-on-itunes-u/](http://thekinseycollection.com/the-kinsey-collection-on-itunes-u/)

**GENERAL INFORMATION**

**Course Number:** 5021070

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** Social Studies > **SubSubject:**  
 General >  
**Abbreviated Title:** SOC STUDIES 5  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 5

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Social Science (Grades 5-9)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, “Does this solution make sense? How do you know?”**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students’ ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

**4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.**

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_ because \_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2200300

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Study Hall >

**SubSubject:** General >

**Abbreviated Title:** NC STUDY HALL 1

**Course Length:** Not Applicable

**Course Type:** Non-fundable Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2200310

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Study Hall >

**SubSubject:** General >

**Abbreviated Title:** NC STUDY HALL 2

**Course Length:** Not Applicable

**Course Type:** Non-fundable Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

**4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.**

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2200320

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Study Hall >

**SubSubject:** General >

**Abbreviated Title:** NC STUDY HALL 3

**Course Length:** Not Applicable

**Course Type:** Non-fundable Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2200330

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Study Hall >

**SubSubject:** General >

**Abbreviated Title:** NC STUDY HALL 4

**Course Length:** Not Applicable

**Course Type:** Non-fundable Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 5022000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Study Hall > **SubSubject:**  
General >

**Abbreviated Title:** STUDY HALL E

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K,1,2,3,4,5

Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </div>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, “Does this solution make sense? How do you know?”</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students’ ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

#### TEMPORARY INSTRUCTIONAL PLACEMENT

Special assignment designations have been developed to assist districts in reporting course data for students in short-term DJJ regional, community-based residential or day programs. In some cases, the student's schedule cannot be determined upon entering the program. Such programs may not offer all of the courses in each student's regular school schedule. Students placed in this designation do not receive credit.

In the assignment designation described above, districts may report the student as enrolled in "Temporary Instructional Placement" listed in the appropriate Grades PreK to 12 Education section. Districts using this designation must, to the fullest extent possible, either provide instruction in the student's regularly scheduled courses or provide an individualized developmental program which focuses on identified skill deficiencies in basic subject areas. This assignment designation must only be used up to 21 days and will not appear on student records and must only be used as a temporary means of placing students. Upon receipt of student records or other means of determining an appropriate program of study, students must be assigned to specific classes that will permit them to earn credit toward graduation or grade promotion.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2500200

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Temporary Instructional  
Placement > **SubSubject:** General >  
**Abbreviated Title:** M/J TEMP INSTR PL  
**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### VERSION DESCRIPTION

#### Temporary Instructional Placement

Special assignment designations have been developed to assist districts in reporting course data for students in short-term Department of Juvenile Justice regional, community-based residential or day programs. In some cases, the student's schedule cannot be determined upon entering the program. Such programs may not offer all of the courses in each student's regular school schedule. Students placed in this designation do not receive credit.

In the assignment designation described above, districts may report the student as enrolled in "Temporary Instructional Placement" listed in the appropriate Grades PreK-12 Education section (see Section 3). Districts using this designation must, to the fullest extent possible, either provide instruction in the student's regularly scheduled courses or provide an individualized developmental program which focuses on identified skill deficiencies in basic subject areas. This assignment designation must only be used up to 21 days and will not appear on student records and must only be used as a temporary means of placing students. Upon receipt of student records or other means of determining an appropriate program of study, students must be assigned to specific classes that will permit them to earn credit toward graduation or grade promotion.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field (any coverage, degreed or non-degreed).**

### GENERAL INFORMATION

**Course Number:** 2500510

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Temporary Instructional Placement > **SubSubject:** General >  
**Abbreviated Title:** TEMP INSTR PLACEMENT  
**Course Length:** Not Applicable

**Course Type:** Non-fundable Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </div>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

**SUBJECT AREA TRANSFER NUMBERS**

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### GENERAL INFORMATION

**Course Number:** 0700220

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 Turkish >

**Abbreviated Title:** M/J WORLD LANG TRANS  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 6,7,8

# Haitian Creole for Haitian Creole Speakers

1 (#0700300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.

WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Haitian Creole language and societies.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.**

### GENERAL INFORMATION

Course Number: 0700300

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >

**SubSubject:** Haitian Creole >

**Abbreviated Title:** HAITIAN CREOLE 1

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

# Haitian Creole for Haitian Creole Speakers

## 2 (#0700310) 2022 - And Beyond

### Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.  
In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.**

## GENERAL INFORMATION

**Course Number:** 0700310

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Haitian Creole >

**Abbreviated Title:** HAITIAN CREOLE 2

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, “Does this solution make sense? How do you know?”**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students’ ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

**4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.**

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_ because \_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0700980

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 1  
**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# World Language Transfer 2-Second Year Same Language (#0700990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0700990

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 2  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# M/J French, Beginning (#0701000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J French Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

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

**Special Note.** Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
French >

**Abbreviated Title:** M/J FRENCH BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

# M/J Exploratory French, Beginning (#0701005) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

- Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
  - **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
  - Reinforce that students check their work as they progress within and after a task.
  - **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

- Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

M/J Exploratory French, Beginning, is a one semester beginning exploratory course that will introduce students to French language and culture.

This course introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester course.

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

The standards and benchmarks listed for this course are aligned with the expected levels of proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

### GENERAL INFORMATION

**Course Number:** 0701005

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
French >

**Abbreviated Title:** M/J EXPL FRENCH BEG

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

French (Elementary and Secondary Grades K-12)

French (Secondary Grades 7-12)

# M/J French, Intermediate (#0701010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J French Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701010

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

French >

**Abbreviated Title:** M/J FRENCH INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# M/J French, Advanced (#0701020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J French Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701020

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
French >

**Abbreviated Title:** M/J FRENCH ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# French 1 (#0701320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0701320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> French >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FRENCH 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

French (Secondary Grades 7-12)



# French 2 (#0701330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701330

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** French >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FRENCH 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# French 3 Honors (#0701340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701340

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** French >

**Abbreviated Title:** FRENCH 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# French 4 Honors (#0701350) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0701350	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> French >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FRENCH 4 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> • Honors
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 3
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

# French 5 Honors (#0701360) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	<b>Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.</b>
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate

critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0701360

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** French >

**Abbreviated Title:** FRENCH 5 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate French 1 (#0701800) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

French 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0701800

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** French >

**Abbreviated Title:** FL PRE-IB FRENCH 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate French 2 (#0701810) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

French 2–Pre-IB reinforces the fundamental skills acquired by the students in French 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 0701810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> French >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB FRENCH 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

- French (Secondary Grades 7-12)
- French (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate French 3 (#0701820) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

French 3-Pre-IB provides mastery and expansion of skills acquired by the students in French 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](https://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](https://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0701820

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** French >

**Abbreviated Title:** FL PRE-IB FRENCH 3

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

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## Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

# World Language Transfer 3-Third Year Same Language (#0701980) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0701980

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 3  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# World Language Transfer 4-Fourth Year Same Language (#0701990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0701990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 4  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# M/J German, Beginning (#0702000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J German Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0702000

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 German >

**Abbreviated Title:** M/J GERMAN BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# M/J German, Intermediate (#0702010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J German Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0702010

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
German >

**Abbreviated Title:** M/J GERMAN INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

# M/J German, Advanced (#0702020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J German Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0702020

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
German >

**Abbreviated Title:** M/J GERMAN ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

# German 1 (#0702320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

German 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0702320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> German >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GERMAN 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

German (Secondary Grades 7-12)



# German 2 (#0702330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

German 2 reinforces the fundamental skills acquired by the students in German 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0702330

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** German >

**Number of Credits:** One (1) credit

**Abbreviated Title:** GERMAN 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

# German 3 Honors (#0702340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

German 3 provides mastery and expansion of skills acquired by the students in German 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0702340

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** German >

**Abbreviated Title:** GERMAN 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

# German 4 Honors (#0702350) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	<p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

German 4 expands the skills acquired by the students in German 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0702350	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> German >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GERMAN 4 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> • Honors
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 3
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate German 1 (#0702800) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

German 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## GENERAL INFORMATION

**Course Number:** 0702800

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** German >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FL PRE-IB GERMAN 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

## Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate German 2 (#0702810) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

German 2-Pre-IB reinforces the fundamental skills acquired by the students in German 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 0702810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> German >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB GERMAN 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# World Language Transfer 5-First Year Additional Language (#0702980) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0702980

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 5  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# World Language Transfer 6-Second Year Additional Language (#0702990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0702990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 6  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# Greek 1 (#0703320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Greek 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.**

### GENERAL INFORMATION

**Course Number:** 0703320

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Greek >

**Number of Credits:** One (1) credit

**Abbreviated Title:** GREEK 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

## Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

# Greek 2 (#0703330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Greek 2 reinforces the fundamental skills acquired by the students in Greek 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.**

### GENERAL INFORMATION

Course Number: 0703330

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >  
SubSubject: Greek >

**Abbreviated Title:** GREEK 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)

# Greek 3 Honors (#0703340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.**

### GENERAL INFORMATION

<b>Course Number:</b> 0703340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Greek >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GREEK 3 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"> <li>Honors</li> </ul>
	<b>Course Level:</b> 3

### Educator Certifications

Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)

# Greek 4 Honors (#0703350) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.**

### GENERAL INFORMATION

<b>Course Number:</b> 0703350	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Greek >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GREEK 4 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"> <li>Honors</li> </ul>
	<b>Course Level:</b> 3

### Educator Certifications

Greek (Secondary Grades 7-12)  
Greek (Elementary and Secondary Grades K-12)



# World Language Transfer 7-Third Year Additional Language (#0703980) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0703980

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 7  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# World Language Transfer 8-Fourth Year Additional Language (#0703990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

### GENERAL INFORMATION

**Course Number:** 0703990

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 8  
**Course Length:** Not Applicable

**Course Type:** Transfer Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

# M/J American Sign Language Beginning (#0704000) 2022 -

And Beyond

## Course Standards

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note. This is a one-year course.** Course content requirements for the **two or three** course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.**

### GENERAL INFORMATION

**Course Number:** 0704000

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language >  
**Abbreviated Title:** M/J AMER SIGN BEG  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

# M/J American Sign Language, Intermediate (#0704010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).

WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

M/J American Sign Language Intermediate is a continuation of M/J Beginning American Sign Language. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic receptive and expressive signing activities and will further explore the culture, connections, comparisons, and communities during this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note. This is a one-year course.** Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.**

### GENERAL INFORMATION

**Course Number:** 0704010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language >

**Abbreviated Title:** M/J AMER SIGN, INTER

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

# M/J American Sign Language, Advanced (#0704020) 2022 -

And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**  
 In kindergarten, students learn to listen to one another respectfully.  
 In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.  
 In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**  
 Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

M/J American Sign Language Advanced is a continuation of M/J Intermediate American Sign Language. Students apply their knowledge of the language and its culture. Students will be able to engage in receptive and expressive signing activities, and demonstrate understanding of authentic selections on familiar topics. Culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one year course. Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J American Sign Language sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.**

### GENERAL INFORMATION

**Course Number:** 0704020

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
American Sign Language >  
**Abbreviated Title:** M/J AMER SIGN, ADV  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

# M/J Hebrew Beginning (#0704100) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Hebrew Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

### GENERAL INFORMATION

**Course Number:** 0704100

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Hebrew >

**Abbreviated Title:** M/J HEBREW BEG

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

# M/J Hebrew Intermediate (#0704110) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

M/J Hebrew Intermediate is a continuation of M/J Beginning Hebrew. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

## GENERAL INFORMATION

**Course Number:** 0704110

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Hebrew >

**Abbreviated Title:** M/J HEBREW INT

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

# M/J Hebrew Advanced (#0704120) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

M/J Hebrew Advanced is a continuation of M/J Hebrew Intermediate. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

## GENERAL INFORMATION

**Course Number:** 0704120

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Hebrew >

**Abbreviated Title:** M/J HEBREW ADV

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

# Hebrew 1 (#0704300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

### GENERAL INFORMATION

**Course Number:** 0704300

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Hebrew >

**Number of Credits:** One (1) credit

**Abbreviated Title:** HEBREW 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

## Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

# Hebrew 2 (#0704310) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 2 reinforces the fundamental skills acquired by the students in Hebrew 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Hebrew 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

### GENERAL INFORMATION

Course Number: 0704310

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >  
SubSubject: Hebrew >

**Abbreviated Title:** HEBREW 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

# Hebrew 3 Honors (#0704320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 3 provides mastery and expansion of skills acquired by the students in Hebrew 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

### GENERAL INFORMATION

<b>Course Number:</b> 0704320	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Hebrew >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> HEBREW 3 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b>
<b>Course Status:</b> Draft - Course Pending Approval	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

### Educator Certifications

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

# Hebrew 4 Honors (#0704330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Hebrew 4 expands the skills acquired by the students in Hebrew 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.**

### GENERAL INFORMATION

<b>Course Number:</b> 0704330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Hebrew >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> HEBREW 4 HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Hebrew (Secondary Grades 7-12)  
Hebrew (Elementary and Secondary Grades K-12)



# M/J Italian, Beginning (#0705000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Italian Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

**Course Number:** 0705000

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 Italian >

**Abbreviated Title:** M/J ITALIAN BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# M/J Italian, Intermediate (#0705010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

M/J Italian Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

## GENERAL INFORMATION

<b>Course Number:</b> 0705010	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Italian >
	<b>Abbreviated Title:</b> M/J ITALIAN INTERM
	<b>Course Level:</b> 2
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 6,7,8	

## Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# M/J Italian, Advanced (#0705020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Italian Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

**Course Number:** 0705020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**  
Italian >

**Abbreviated Title:** M/J ITALIAN ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

# Italian 1 (#0705320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

**Course Number:** 0705320

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ITALIAN 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

## Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

# Italian 2 (#0705330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

Course Number: 0705330

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >  
SubSubject: Italian >

**Abbreviated Title:** ITALIAN 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# Italian 3 Honors (#0705340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

<b>Course Number:</b> 0705340	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Italian >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ITALIAN 3 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"> <li>Honors</li> </ul>
	<b>Course Level:</b> 3

### Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# Italian 4 Honors (#0705350) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.**

### GENERAL INFORMATION

<b>Course Number:</b> 0705350	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Italian >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ITALIAN 4 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b>
<b>Course Status:</b> Draft - Course Pending Approval	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

### Educator Certifications

Italian (Secondary Grades 7-12)  
Italian (Elementary and Secondary Grades K-12)



# M/J Latin, Beginning (#0706000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

M/J Latin Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300), and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0706000	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Latin >
	<b>Abbreviated Title:</b> M/J LATIN BEG
	<b>Course Level:</b> 2
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 6,7,8	

### Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

# M/J Latin, Intermediate (#0706010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

M/J Latin Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0706010

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Latin >

**Abbreviated Title:** M/J LATIN INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# M/J Latin, Advanced (#0706020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

M/J Latin Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0706020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Latin >

**Abbreviated Title:** M/J LATIN ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# Latin 1 (#0706300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

**GENERAL INFORMATION**

<b>Course Number:</b> 0706300	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Latin >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LATIN 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

# Latin 2 (#0706310) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

**GENERAL INFORMATION**

**Course Number:** 0706310

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Latin >

**Number of Credits:** One (1) credit

**Abbreviated Title:** LATIN 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

# Latin 3 Honors (#0706320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
	Mathematicians who participate in effortful learning both individually and with others:

MA.K12.MTR.1.1:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## GENERAL NOTES

### Major Concepts/Content:

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

**Special Note.** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0706320

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Latin >

**Abbreviated Title:** LATIN 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# Latin 4 Honors (#0706330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## GENERAL NOTES

### Major Concepts/Content:

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0706330

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Latin >

**Number of Credits:** One (1) credit

**Abbreviated Title:** LATIN 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# Latin 5 Honors (#0706340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	<b>Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.</b>
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> </div>

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to **gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

MA.K12.MTR.3.1:

MA.K12.MTR.4.1:

MA.K12.MTR.5.1:

MA.K12.MTR.6.1:

MA.K12.MTR.7.1:

	<ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Latin 5 expands the skills acquired by students in Latin 4. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## GENERAL INFORMATION

**Course Number:** 0706340

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Latin >

**Abbreviated Title:** LATIN 5 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Latin

## 1 (#0706800) 2022 - And Beyond

### Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Florida's Pre-IB Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the

language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

## GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0706800

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Latin >

**Abbreviated Title:** FL PRE-IB LATIN 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Latin 2 (#0706810) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## VERSION DESCRIPTION

Florida's Pre-IB Latin 2 expands the skills acquired by students in Pre-IB Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

## GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRS) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRS, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 0706810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Latin > <b>Abbreviated Title:</b> FL PRE-IB LATIN 2
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10	

## Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

# M/J Chinese Beginning (#0707000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Chinese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010), are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0701320) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0707000

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 Chinese >

**Abbreviated Title:** M/J CHIN BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Chinese (Secondary Grades 7-12)  
 Chinese (Elementary and Secondary Grades K-12)

# M/J Chinese Intermediate (#0707010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Chinese Intermediate is a continuation of M/J Beginning Chinese. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010) are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0711300) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0707010

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Chinese >

**Abbreviated Title:** M/J CHIN INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# M/J Chinese Advanced (#0707020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Chinese Advanced is a continuation of M/J Intermediate Chinese. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0711300) and Chinese 2 (0711310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0707020

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Chinese >

**Abbreviated Title:** M/J CHIN ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# M/J Russian Beginning (#0707100) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:**

M/J Russian Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons and communities are included in this one-year course.

**Special Note:** It is each district school board’s responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.**

### GENERAL INFORMATION

**Course Number:** 0707100

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 Russian >  
**Abbreviated Title:** M/J RUSSIAN BEGIN  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

# M/J Russian Intermediate (#0707110) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

# General Course Information and Notes

## VERSION DESCRIPTION

### Major Concepts/Content:

M/J Russian Intermediate is a continuation of M/J Beginning Russian. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons and communities are included in this one-year course.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.**

## GENERAL INFORMATION

Course Number: 0707110

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 6 to 8 Education  
Courses > Subject: World Languages > SubSubject:  
Russian >  
Abbreviated Title: M/J RUSSIAN INTERMED  
Course Length: Year (Y)  
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

## Educator Certifications

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

# M/J Russian Advanced (#0707120) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## VERSION DESCRIPTION

### Major Concepts/Content:

M/J Russian Advanced is a continuation of M/J Russian Intermediate. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons and communities are included in this one-year course.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.**

## GENERAL INFORMATION

**Course Number:** 0707120

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Russian >

**Abbreviated Title:** M/J RUSSIAN ADVANCED

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

# Russian 1 (#0707300) 2022 - And Beyond

## Course Standards

In Standards 7, 8, and 9, Connections, Comparisons and Communities are combined under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Russian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.**

### GENERAL INFORMATION

**Course Number:** 0707300

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Russian >

**Abbreviated Title:** RUSSIAN 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

# Russian 2 (#0707310) 2022 - And Beyond

## Course Standards

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Russian 2 reinforces the fundamental skills acquired by the students in Russian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Russian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.**

### GENERAL INFORMATION

Course Number: 0707310

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >  
SubSubject: Russian >

**Abbreviated Title:** RUSSIAN 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

# M/J Spanish, Beginning (#0708000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Spanish Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0708000

**Course Path:** **Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 Spanish >  
**Abbreviated Title:** M/J SPANISH BEG  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6, 7, 8

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# M/J Spanish, Intermediate (#0708010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Spanish, Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0708010

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Abbreviated Title:** M/J SPANISH INTERM

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# M/J Spanish, Advanced (#0708020) 2022 - And Beyond

## Course Standards

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Spanish Advanced is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** This is a one-year course. Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020), may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0708020

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Abbreviated Title:** M/J SPANISH ADV

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

## Course Standards

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Clarifications:</b>                      Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul> </div> <p>Demonstrate understanding by representing problems in multiple ways.                      Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

<p>MA.K12.MTR.7.1:</p>	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of Spanish language and culture. The content includes, but is not limited to, the following:

- exploration of basic principles of Spanish language;
- cultural concepts related to the Spanish-speaking world, and
- comparisons between the students' own language and culture and that of Spanish-speaking countries.

#### Major Concepts/Content:

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester course.

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

The standards and benchmarks listed for this course are aligned with the expected levels of proficiency, rather than grade levels.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## GENERAL INFORMATION

**Course Number:** 0708100

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Abbreviated Title:** M/J EXPLOR SPAN BEG

**Course Length:** Semester (S)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Beyond

## Course Standards

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

M/J Exploratory Spanish, Intermediate, is a continuation of M/J Exploratory Spanish, Beginning, and expands on students' knowledge of the target language and its culture. Students will be able to engage in basic skills in listening and speaking activities. Students will also continue learning basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of proficiency, rather than grade levels.

### GENERAL NOTES

This course is a one semester intermediate exploratory course that will ideally be offered in seventh grade and will be the second in a series of three to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish, Beginning, and M/J Exploratory Spanish, Advanced, it will provide students with the option of taking an exploratory language course each year in middle school.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SS.pdf](http://cpalms.org/uploads/docs/standards/eld/SS.pdf).

## GENERAL INFORMATION

**Course Number:** 0708105

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** M/J EXPLOR SPAN INT

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 6,7,8

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

M/J Exploratory Spanish, Advanced, is a continuation of M/J Exploratory Spanish, Beginning and Intermediate. Students will expand upon their knowledge of the target language and culture which they acquired in previous Spanish courses. Students continue practicing beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of proficiency, rather than grade levels.

### GENERAL NOTES

This is a one semester advanced exploratory course that will ideally be offered in seventh or eighth grade and will be the last in a series of three exploratory courses to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish and M/J Exploratory Spanish, Intermediate, it will provide students with the option of taking an exploratory language course each year in middle school.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## GENERAL INFORMATION

**Course Number:** 0708110

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Abbreviated Title:** M/J EXPLOR SPAN ADV

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

# Spanish 1 (#0708340) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
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MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>
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- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0708340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Spanish >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> SPANISH 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Spanish (Secondary Grades 7-12)



# Spanish 2 (#0708350) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0708350

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

**Number of Credits:** One (1) credit

**Abbreviated Title:** SPANISH 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Spanish 3 Honors (#0708360) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0708360	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Spanish >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> SPANISH 3 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> • Honors
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 3
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# Spanish 4 Honors (#0708370) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0708370	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Spanish >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> SPANISH 4 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> • Honors
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

Spanish (Secondary Grades 7-12)  
Spanish (Elementary and Secondary Grades K-12)

# Spanish 5 Honors (#0708380) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	<b>Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.</b>
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate

critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0708380

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish >

**Abbreviated Title:** SPANISH 5 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

# Spanish 6 Honors (#0708390) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	<b>Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.</b>
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained

through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0708390

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish >

**Abbreviated Title:** SPANISH 6 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Spanish

## 1 (#0708800) 2022 - And Beyond

### Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Florida's Pre-IB Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRS) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRS, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0708800

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FL PRE-IB SPANISH 1

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Attributes:**

- Honors

**Course Status:** Draft - Course Pending Approval

**Course Level:** 3

**Grade Level(s):** 9,10

## Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Spanish

## 2 (#0708810) 2022 - And Beyond

### Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Florida's Pre-IB Spanish 2 reinforces the fundamental skills acquired by the students in Pre-IB Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Pre-IB Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

<b>Course Number:</b> 0708810	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Spanish >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB SPANISH 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Spanish 3 (#0708820) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Florida's Pre-IB Spanish 3 provides mastery and expansion of skills acquired by the students in Pre-IB Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0708820	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Spanish >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB SPANISH 3 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> • Honors
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10	

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# M/J Spanish for Spanish Speakers, Beginning (#0709000) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

**Special Note.** Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >

**Abbreviated Title:** M/J SPANISH SPEAKS B

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# M/J Spanish for Spanish Speakers, Intermediate (#0709010) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).

WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

**Special Note.** Course content requirements for the two-course sequence *M/J Spanish for Spanish Speakers, Beginning* (0709000) and *Intermediate* (0709010) are equivalent to *Spanish for Spanish Speakers 1* (0709300). Course content requirements for the three-course sequence that includes *M/J Spanish for Spanish Speakers, Beginning* (0709000), *Intermediate* (0709010), and *Advanced* (0709020) may be equivalent to the two-course sequence *Spanish for Spanish Speakers 1* (0709300) and *Spanish for Spanish Speakers 2* (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the *M/J Spanish for Spanish Speakers* sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709010

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >  
**Abbreviated Title:** M/J SPANISH SPEAKS I  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6, 7, 8

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# M/J Spanish for Spanish Speakers, Advanced (#0709020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

**Special Note.** Course content requirements for the two-course sequence *M/J Spanish for Spanish Speakers, Beginning* (0709000) and *Intermediate* (0709010) are equivalent to *Spanish for Spanish Speakers 1* (0709300). Course content requirements for the three-course sequence that includes *M/J Spanish for Spanish Speakers, Beginning* (0709000), *Intermediate* (0709010), and *Advanced* (0709020) may be equivalent to the two-course sequence *Spanish for Spanish Speakers 1* (0709300) and *Spanish for Spanish Speakers 2* (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the *M/J Spanish for Spanish Speakers* sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709020

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Spanish >  
**Abbreviated Title:** M/J SPANISH SPEAKS A  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6, 7, 8

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Spanish for Spanish Speakers 1 (#0709300) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.

WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709300

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish for Spanish Speakers >

**Abbreviated Title:** SPANISH SPEAKS 1

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Spanish for Spanish Speakers 2 (#0709310) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b></p> </div>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709310

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish for Spanish Speakers >

**Abbreviated Title:** SPANISH SPEAKS 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Spanish for Spanish Speakers 3 Honors (#0709320) 2022 - And

Beyond

## Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709320

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish for Spanish Speakers >

**Abbreviated Title:** SPANISH SPEAKS 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# Spanish for Spanish Speakers 4 Honors (#0709330) 2022 - And

Beyond

## Course Standards

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.

WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

#### Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 3. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0709330

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Spanish for Spanish Speakers >

**Abbreviated Title:** SPANISH SPEAKS 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

# M/J World Language Humanities for International Studies 1 (#0710000) 2022 - And Beyond

## Course Standards

### Standard 1:

Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J World Language Humanities for International Studies Beginning introduces students to a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

#### Special Note:

Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies, Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0710000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
World Language for International Studies >  
**Abbreviated Title:** M/J WRDLNG INTL ST1  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# M/J World Language Humanities for International Studies 2 (#0710010) 2022 - And Beyond

## Course Standards

### Standard 1:

Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Name	Description
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

M/J World Language Humanities for International Studies Intermediate introduces students to a variety of areas taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district’s school board’s responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

**GENERAL INFORMATION**

**Course Number:** 0710010

**Course Path: Section:** Grades PreK to 12 Education  
**Grade Group:** Grades 6 to 8 Education  
**Subject:** World Languages > **SubSubject:** World Language for International Studies >  
**Abbreviated Title:** M/J WRDLNG INTL ST2  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 6, 7, 8

**Educator Certifications**

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

# M/J World Language Humanities for International Studies 3 (#0710020) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.

WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

ELA.K12.EE.6.1:

## General Course Information and Notes

### VERSION DESCRIPTION

#### Major Concepts/Content:

M/J World Language Humanities for International Studies Advanced expands student knowledge of a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0710020

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
World Language for International Studies >  
**Abbreviated Title:** M/J WRDLNG INTL ST3  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

# Arabic 1 (#0710300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Arabic 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.**

### GENERAL INFORMATION

**Course Number:** 0710300

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Arabic >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ARABIC 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Arabic (Elementary and Secondary Grades K-12)

# Arabic 2 (#0710310) 2022 - And Beyond

## Course Standards

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Arabic 2 reinforces the fundamental skills acquired by the students in Arabic 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Arabic 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.**

### GENERAL INFORMATION

Course Number: 0710310

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >  
SubSubject: Arabic >

**Abbreviated Title:** ARABIC 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Arabic (Elementary and Secondary Grades K-12)

# M/J Japanese Beginning (#0711000) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

M/J Japanese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0711020). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

**Course Number:** 0711000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Japanese >

**Abbreviated Title:** M/J JAPANESE BEGIN

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

# M/J Japanese Intermediate (#0711010) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## GENERAL NOTES

M/J Japanese Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

## GENERAL INFORMATION

<b>Course Number:</b> 0711010	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Japanese >
<b>Course Type:</b> Elective Course	<b>Abbreviated Title:</b> M/J JAPANESE INTERM
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Length:</b> Year (Y)
<b>Grade Level(s):</b> 6,7,8	<b>Course Level:</b> 2

## Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

# M/J Japanese Advanced (#0711020) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Japanese Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

**Special Note.** Course content requirements for the two-course sequence M/J Japanese, Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese, Beginning (0711000), Intermediate (0711010), and Advanced (0711020), may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

**Course Number:** 0711020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:** Japanese >

**Abbreviated Title:** M/J JAPANESE ADV

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

# Chinese 1 (#0711300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.**

### GENERAL INFORMATION

<b>Course Number:</b> 0711300	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Chinese > <b>Abbreviated Title:</b> CHINESE 1
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## **Educator Certifications**

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# Chinese 2 (#0711310) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.**

### GENERAL INFORMATION

Course Number: 0711310

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >

**Abbreviated Title:** CHINESE 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

# Chinese 3 Honors (#0711320) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**Major Concepts/Content:**

Chinese 3 provides mastery and expansion of skills acquired by the students in Chinese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities in which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.**

### GENERAL INFORMATION

**Course Number:** 0711320

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Chinese >

**Abbreviated Title:** CHINESE 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# Chinese 4 Honors (#0711330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Chinese 4 expands the skills acquired by the students in Chinese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selections are varied and taken from newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.**

### GENERAL INFORMATION

<b>Course Number:</b> 0711330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Chinese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> CHINESE 4 HON <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b>
<b>Course Status:</b> Draft - Course Pending Approval	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

### Educator Certifications

Chinese (Secondary Grades 7-12)  
Chinese (Elementary and Secondary Grades K-12)



# Florida's Preinternational Baccalaureate Mandarin Chinese 1 (#0711800) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Mandarin Chinese 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.* Source: What is meant by “the pre-IB”? [ibanswers.ibo.org/app/answers/detail/a\\_id/57/~/what-is-meant-by-the-pre-ib%3F](http://ibanswers.ibo.org/app/answers/detail/a_id/57/~/what-is-meant-by-the-pre-ib%3F) Published: 12/06/2010; Updated: 01/24/2014

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting

## GENERAL INFORMATION

**Course Number:** 0711800

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FL PRE-IB MAND CHIN1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10

## Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Mandarin Chinese 2 (#0711810) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Mandarin Chinese 2-Pre-IB reinforces the fundamental skills acquired by the students in Mandarin Chinese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Mandarin Chinese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".* Source: What is meant by "the pre-IB"? [ibanswers.ibo.org/app/answers/detail/a\\_id/57/~/what-is-meant-by-the-pre-ib%3F](http://ibanswers.ibo.org/app/answers/detail/a_id/57/~/what-is-meant-by-the-pre-ib%3F) Published: 12/06/2010; Updated: 01/24/2014

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## GENERAL INFORMATION

**Course Number:** 0711810

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FL PRE-IB MAND CHIN2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Attributes:**

- Honors

**Grade Level(s):** 9,10

**Course Level:** 3

## Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Mandarin Chinese 3 (#0711812) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	<p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

**In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.**

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Mandarin Chinese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Mandarin Chinese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".* Source: What is meant by "the pre-IB"? [ibanswers.ibo.org/app/answers/detail/a\\_id/57/~/\\_/what-is-meant-by-the-pre-ib%3F](http://ibanswers.ibo.org/app/answers/detail/a_id/57/~/_/what-is-meant-by-the-pre-ib%3F) Published: 12/06/2010; Updated: 01/24/2014

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0711812	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Chinese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB MAND CHIN3 <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b>
<b>Course Status:</b> Draft - Course Pending Approval	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# M/J Turkish Beginning (#0712000) 2022 - And Beyond

## Course Standards

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>

	<p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• <b>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</b></li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends</p>

## General Course Information and Notes

### VERSION DESCRIPTION

M/J Turkish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

### GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300), and Turkish 2 (0716310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

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### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

### GENERAL INFORMATION

**Course Number:** 0712000

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Turkish >

**Abbreviated Title:** M/J TURK BEG

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# M/J Turkish Intermediate (#0712010) 2022 - And Beyond

## Course Standards

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## VERSION DESCRIPTION

M/J Turkish Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

## GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

## GENERAL INFORMATION

**Course Number:** 0712010

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Turkish >

**Abbreviated Title:** M/J TURK INTERM

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# M/J Turkish Advanced (#0712020) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## VERSION DESCRIPTION

M/J Turkish Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

## GENERAL NOTES

**Special Note.** Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

## GENERAL INFORMATION

**Course Number:** 0712020

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Turkish >

**Abbreviated Title:** M/J TURK ADV

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# Japanese 1 (#0712300) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.

WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Japanese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

**Course Number:** 0712300

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Japanese >

**Abbreviated Title:** JAPANESE 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

# Japanese 2 (#0712310) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Japanese 2 reinforces the fundamental skills acquired by the students in Japanese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

**Course Number:** 0712310

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Japanese >

**Abbreviated Title:** JAPANESE 2

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

# Japanese 3 Honors (#0712320) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
MA.K12.MTR.1.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
MA.K12.MTR.2.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
MA.K12.MTR.3.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
MA.K12.MTR.4.1:	

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Japanese 3 provides mastery and expansion of skills acquired by the students in Japanese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

**Course Number:** 0712320

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Japanese >

**Abbreviated Title:** JAPANESE 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

# Japanese 4 Honors (#0712330) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.

WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Japanese 4 expands the skills acquired by the students in Japanese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

### GENERAL INFORMATION

<b>Course Number:</b> 0712330	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Japanese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JAPANESE 4 HON <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course <b>Course Status:</b> Draft - Course Pending Approval <b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

## Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Japanese 1 (#0712810) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Japanese 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

## GENERAL INFORMATION

<b>Course Number:</b> 0712810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Japanese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB JAPANESE 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Japanese 2 (#0712820) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

Japanese 2-Pre-IB reinforces the fundamental skills acquired by the students in Japanese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English Language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

## GENERAL INFORMATION

<b>Course Number:</b> 0712820	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Japanese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB JAPANESE 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

# Florida's Preinternational Baccalaureate Japanese 3 (#0712825) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.

WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div> <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Japanese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Japanese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the *whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](http://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.**

## GENERAL INFORMATION

<b>Course Number:</b> 0712825	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Japanese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB JAPANESE 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Grade Level(s):</b> 9,10	<b>Course Level:</b> 3

## Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

# M/J Portuguese Beginning (#0713000) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

M/J Portuguese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

**Course Number:** 0713000

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Portuguese >

**Abbreviated Title:** M/J PORTUGUESE BEG

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# M/J Portuguese Intermediate (#0713010) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	<b>Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.</b>
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1:	<b>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</b>
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

M/J Portuguese Intermediate is a continuation of M/J Portuguese Beginning. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

## GENERAL INFORMATION

**Course Number:** 0713010

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Portuguese >  
**Abbreviated Title:** M/J PORTUGUESE INT  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# M/J Portuguese Advanced (#0713020) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

M/J Portuguese Advanced is a continuation of M/J Portuguese Intermediate. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

**Special Note:** It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

## GENERAL INFORMATION

**Course Number:** 0713020

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
Portuguese >  
**Abbreviated Title:** M/J PORTUGUESE ADV  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese 1 (#0713300) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Portuguese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

**Course Number:** 0713300

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Portuguese >

**Abbreviated Title:** PORTUGUESE 1

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese 2 (#0713310) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/he immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Portuguese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

## GENERAL INFORMATION

**Course Number:** 0713310

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Portuguese >

**Abbreviated Title:** PORTUGUESE 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese 3 Honors (#0713320) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.

WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

<p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Portuguese 3 provides mastery and expansion of skills acquired by the students in Portuguese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

<b>Course Number:</b> 0713320	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Portuguese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PORTUGUESE 3 HON <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course <b>Course Status:</b> Draft - Course Pending Approval <b>Grade Level(s):</b> 9,10,11,12	<b>Course Level:</b> 3

**Educator Certifications**

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese 4 Honors (#0713330) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Portuguese 4 expands the skills acquired by the students in Portuguese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

<b>Course Number:</b> 0713330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Portuguese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PORTUGUESE 4 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
	<b>Course Level:</b> 3

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese for Portuguese Speakers 1 (#0713340) 2022 - And

Beyond

## Course Standards

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher-directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Portuguese language and societies.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

**Course Number:** 0713340

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Portuguese >

**Number of Credits:** One (1) credit

**Abbreviated Title:** PORTUGUESE SPEAK 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Portuguese for Portuguese Speakers 2 (#0713350) 2022 - And

Beyond

## Course Standards

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.

WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
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MA.K12.MTR.1.1:	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
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MA.K12.MTR.2.1:	<p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p>
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MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Portuguese grammar skills acquired in Portuguese for Portuguese Speakers 1. Students are exposed to a variety of Portuguese literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Portuguese and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Portuguese language and societies.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

## GENERAL INFORMATION

<b>Course Number:</b> 0713350	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Portuguese >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> PORTUGUESE SPEAK 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# World Language Humanities for International Studies

## 1 (#0714300) 2022 - And Beyond

### Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

World Humanities for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Special Note:** This course is intended for students who are already proficient in the language.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

<b>Course Number:</b> 0714300	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> World Language for International Studies >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> WRLDLNG INTL STUD1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)



# World Language Humanities for International Studies 2 (#0714310) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

World Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in World Humanities for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in World Humanities for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Special Note:** This course is intended for students who are already proficient in the language.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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### GENERAL INFORMATION

<b>Course Number:</b> 0714310	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> World Language for International Studies >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> WRDLNG INTL STUD 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

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Italian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

# World Language Humanities for International Studies

## 3 (#0714320) 2022 - And Beyond

### Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	<b>Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.</b>
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	<b>Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.</b>
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

World Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in World Humanities for International Studies 2. Specific content

includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Special Note:** This course is intended for students who are already proficient in the language.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

**GENERAL INFORMATION**

**Course Number:** 0714320  
**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** World Language for International  
Studies >  
**Abbreviated Title:** WRLDLNG INTL STUD3  
**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Course Length:** Year (Y)  
**Grade Level(s):** 9,10,11,12  
**Course Level:** 2

**Educator Certifications**

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

# World Humanities for International Studies 4 Honors (#0714330) 2022 - And Beyond

## Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	<b>Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.</b>
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>

MA.K12.MTR.1.1:

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 4 expands the skills acquired by the students in World Humanities for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Special Note:** This course is intended for students who are already proficient in the language.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## GENERAL INFORMATION

**Course Number:** 0714330  
**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** World Language for International  
Studies >  
**Abbreviated Title:** WRDLNG INTLSTUD4H  
**Course Length:** Year (Y)  
**Course Attributes:**  
• Honors  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Course Level:** 3  
**Grade Level(s):** 9,10,11,12

## Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

# Language and Literature for International Studies

## 1 (#0715305) 2022 - And Beyond

### Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
Use appropriate voice and tone when speaking or writing.	
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Language and Literature for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Special Note:** This course is intended for students who are already proficient in the language.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

### GENERAL INFORMATION

<b>Course Number:</b> 0715305	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> World Language for International Studies >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LANG/LIT INTSTUDIES1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Language and Literature for International Studies 2 (#0715315) 2022 - And Beyond

## Course Standards

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture's contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Language and Literature for International Studies 2 reinforces the fundamental skills acquired by the students in Language and Literature for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Language and Literature for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Special Note:** This course is intended for students who are already proficient in the language.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

### GENERAL INFORMATION

<b>Course Number:</b> 0715315	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> World Language for International Studies >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LANG/LIT INTSTUDIES2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Language and Literature for International Studies 3 Honors (#0715325) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	<b>Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.</b>
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	<b>Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.</b>
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.

WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

Language and Literature for International Studies 3 provides mastery and expansion of skills acquired by the students in Language and Literature for International Studies 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Special Note:** This course is intended for students who are already proficient in the language.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

## GENERAL INFORMATION

**Course Number:** 0715325

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** World Language for International Studies >

**Abbreviated Title:** LANG/LITINTSTUDIES3H

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

# Language and Literature for International Studies 4 Honors (#0715335) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.

WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
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<p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.  Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
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<p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.  Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
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<p><b>Clarifications:</b>  Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>
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<p><b>Clarifications:</b>  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>
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<p><b>Clarifications:</b>  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>
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- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

# General Course Information and Notes

## GENERAL NOTES

### Major Concepts/Content:

Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Special Note:** This course is intended for students who are already proficient in the language.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf)

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

## GENERAL INFORMATION

**Course Number:** 0715335

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** World Language for International Studies >

**Abbreviated Title:** LANG/LITINTSTUDIES4H

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

# Language and Literature for International Studies 5 Honors (#0715345) 2022 - And Beyond

## Course Standards

### Standard 1:

**Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.

WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	<b>Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.</b>
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

#### Special Note:

This course is intended for students who are already proficient in the language.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

### GENERAL INFORMATION

**Course Number:** 0715345

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies > **Abbreviated Title:** LANG/LITINTSTUDIES5H

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Language and Literature for International Studies 6 Honors (#0715355) 2022 - And Beyond

## Course Standards

### Standard 1:

**Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.

WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	<b>Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.</b>
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

ELA.K12.EE.3.1:

	beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Special Note:** This course is intended for students who are already proficient in the language.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification**

**Any Field with the American Sign Language Endorsement**

### GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies >

**Course Number:** 0715355

**Abbreviated Title:** LANG/LITINTSTUDIES6H

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Turkish 1 (#0716300) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Turkish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

### GENERAL INFORMATION

**Course Number:** 0716300

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Turkish >

**Number of Credits:** One (1) credit

**Abbreviated Title:** TURKISH 1

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# Turkish 2 (#0716310) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/he immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

#### Major Concepts/Content:

Turkish 2 reinforces the fundamental skills acquired by the students in Turkish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Turkish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

## GENERAL INFORMATION

**Course Number:** 0716310

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Turkish >

**Abbreviated Title:** TURKISH 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# Turkish 3 Honors (#0716320) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.

WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

#### Major Concepts/Content:

Turkish 3 provides mastery and expansion of skills acquired by the students in Turkish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.**

### GENERAL INFORMATION

**Course Number:** 0716320

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Turkish >

**Abbreviated Title:** TURKISH 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

## Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

# American Sign Language 1 (#0717300) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension.  <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0717300

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >

**SubSubject:** American Sign Language >

**Abbreviated Title:** AMER SIGN LANG 1

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

American Sign Language Endorsement

# American Sign Language 2 (#0717310) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/he immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

Course Number: 0717310

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: World Languages >

**SubSubject:** American Sign Language >

**Abbreviated Title:** AMER SIGN LANG 2

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## Educator Certifications

American Sign Language Endorsement

# American Sign Language 3 Honors (#0717312) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>

**Clarifications:**  
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**  
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**  
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0717312

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** American Sign Language >

**Abbreviated Title:** AMER SIGN LANG 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

American Sign Language Endorsement

# American Sign Language 4 Honors (#0717314) 2022 - And Beyond

## Course Standards

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including <b>student's own</b> .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.

WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	<b>Evaluate the effects of the target culture’s contributions on other societies.</b>
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students’ ability to analyze and problem solve.</b></li> <li><b>Recognize students’ effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

American Sign Language 4 expands the skills acquired by the students in American Sign Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes. Media selections are varied and taken from authentic target language literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0717314

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language >

**Number of Credits:** One (1) credit

**Abbreviated Title:** AMER SIGN LANG 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### Educator Certifications

American Sign Language Endorsement



# American Sign Language 5 Honors (#0717316) 2022 - And Beyond

## Course Standards

### Standard 1:

**Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.

WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.  <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** American Sign Language 5 expands the skills acquired by the students in American Sign Language 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0717316

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language > **Abbreviated Title:** AMER SIGN LANG 5 HON  
**Course Length:** Year (Y)  
**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# American Sign Language 6 Honors (#0717318) 2022 - And Beyond

## Course Standards

### Standard 1:

**Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

### Standard 2:

**Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

### Standard 3:

**Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 4:

**Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

### Standard 5:

**Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Standard 6:

**Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

### Standard 7:

**Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

### Standard 8:

**Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

### Standard 9:

**Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**Note:** Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.

WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	<b>Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.</b>
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students’ ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, “Does this solution make sense? How do you know?”**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students’ ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** American Sign Language 6 expands on the communication skills acquired by students in American Sign Language 5. Specific content includes, but is not limited to, 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms; 2) further development of comprehension skills through the study of literary selections; and 3) interpretation of works of targeted language writers, while developing an understanding of major literary movements.

### GENERAL NOTES

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### GENERAL INFORMATION

**Course Number:** 0717318

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language > **Abbreviated Title:** AMER SIGN LANG 6 HON  
**Course Length:** Year (Y)  
**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Creek 1 (#0719300) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.

WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Muscogee (Creek) 1 introduces students to the target language and its culture. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.**

### GENERAL INFORMATION

**Course Number:** 0719300

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

**SubSubject:** Muscogee (Creek) >

**Abbreviated Title:** CREEK 1

**Course Length:** Year (Y)

**Course Level:** 2



# Creek 2 (#0719310) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

- Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
  - **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
  - Reinforce that students check their work as they progress within and after a task.
  - **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

- Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### Major Concepts/Content:

Muscogee (Creek) 2 introduces students to the target language and its culture. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.**

### GENERAL INFORMATION

<b>Course Number:</b> 0719310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Muscogee (Creek) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> CREEK 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Elaponke 1 (#0720300) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.

WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL NOTES

Elaponke 1 introduces students to the target language and its culture. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons and communities.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/S1.pdf](http://cpalms.org/uploads/docs/standards/eld/S1.pdf).

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.**

### GENERAL INFORMATION

**Course Number:** 0720300

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** World Languages >  
**SubSubject:** Elaponke (Seminole) >  
**Abbreviated Title:** ELAPONKE 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12



## Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>
	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Elaponke 2 introduces students to the target language and its culture. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons and communities.

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.**

### GENERAL INFORMATION

<b>Course Number:</b> 0720310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> World Languages > <b>SubSubject:</b> Elaponke (Seminole) > <b>Abbreviated Title:</b> ELAPONKE 2
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	

# World Language Waiver (Local Documentation Required) (#0791920) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### GENERAL INFORMATION

**Course Number:** 0791920

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG WAIVER  
**Course Length:** Not Applicable

**Course Type:** Course Waiver

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

# Elementary French (#5007000) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

French-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in French.

### GENERAL INFORMATION

Course Number: 5007000

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: World Languages > SubSubject: General >

Abbreviated Title: ELEM FRENCH

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

## Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# Elementary German (#5007010) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

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WL.K12.NM.4.3:	Express likes and dislikes.
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WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
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WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
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MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

German-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in German.

### GENERAL INFORMATION

Course Number: 5007010

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: World Languages > SubSubject: General >

Abbreviated Title: ELEM GERMAN

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

## Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# Elementary Spanish (#5007020) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

ELA.K12.EE.3.1:

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Spanish-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) or Prekindergarten/Primary certification must be able to locally document proficiency in Spanish.

### GENERAL INFORMATION

Course Number: 5007020

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades PreK to 5 Education  
 Courses > **Subject:** World Languages > **SubSubject:**  
 General >

**Abbreviated Title:** ELEM SPANISH

Course Status: Draft - Course Pending Approval

## Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# Elementary Italian (#5007040) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

ELA.K12.EE.3.1:

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Italian-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in Italian.

### GENERAL INFORMATION

Course Number: 5007040

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades PreK to 5 Education Courses > Subject: World Languages > SubSubject: General >

Abbreviated Title: ELEM ITALIAN

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

## Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# Elementary Chinese (#5007050) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
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WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
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WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
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WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Chinese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.**

### GENERAL INFORMATION

Course Number: 5007050

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
General >  
**Abbreviated Title:** ELEM CHINESE

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K,1,2,3,4,5,PreK

## **Educator Certifications**

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

# Elementary Greek (#5007060) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
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MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
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- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
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ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Greek-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.**

### GENERAL INFORMATION

Course Number: 5007060

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades PreK to 5 Education  
Courses > Subject: World Languages > SubSubject:  
General >  
Abbreviated Title: ELEM GREEK

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K,1,2,3,4,5,PreK

## **Educator Certifications**

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

# Elementary Haitian Creole (#5007070) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

ELA.K12.EE.3.1:

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Haitian Creole-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

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This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

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As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.**

### GENERAL INFORMATION

Course Number: 5007070

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades PreK to 5 Education  
Courses > Subject: World Languages > SubSubject:  
General >  
Abbreviated Title: ELEM HAITIAN CREOLE

## Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

# Elementary Portuguese (#5007080) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
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WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
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WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
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WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	<b>Identify celebrations typical of the target culture and one's own.</b>
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Portuguese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

### GENERAL NOTES

#### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf)

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.**

### GENERAL INFORMATION

**Course Number:** 5007080

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
General >

**Abbreviated Title:** ELEM PORTUGUESE

**Course Length:** Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

## Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

# Elementary Latin (#5007090) 2022 - And Beyond

## Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	<b>Present personal information about one's self and others.</b>
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
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MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
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- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
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Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
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Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

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**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Elementary Latin introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English/Language Arts and Mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [cpalms.org/uploads/docs/standards/eld/SI.pdf](http://cpalms.org/uploads/docs/standards/eld/SI.pdf).

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [cpalms.org/Standards/BEST\\_Standards.aspx](http://cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### GENERAL INFORMATION

**Course Number:** 5007090

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** World Languages > **SubSubject:**  
General >

**Abbreviated Title:** ELEM LATIN

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K,1,2,3,4,5

**Educator Certifications**

Latin (Elementary and Secondary Grades K-12)  
Latin (Secondary Grades 7-12)